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ABSTRACT

This report presents the basic and advanced skill averages for students participating in Chapter 1 programs of the Elementary and Secondary Education Act in Nevada in the 1989-90 school year. The report averages are based on a post-test measure only as most Nevada school districts are in the midst of changing instruments to determine student gains. The scores in this report are the post-test averages for the state compared to each district's average. This report consists of the Normal Curve Equivalent (NCE) scores for each participating school district. NCEs are standard scores constructed to have a standard deviation of 21.06. This value was selected because it produces an exact match between NCEs of 1 and 99 and percentiles of 1 and 99. In general, the greater the NCE score, the more effective the project. Data are reported for 15 Nevada school districts that conducted Chapter 1 programs in 1989-90. The subject or subjects which were taught are reported by grade level. Data are presented in 44 bar graphs arranged alphabetically by school district and include brief descriptions of the programs in each county. (JB)

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NEVADA CHAPTER 1 BASIC AND ADVANCED SKILLS AVERAGES FOR 1989-90

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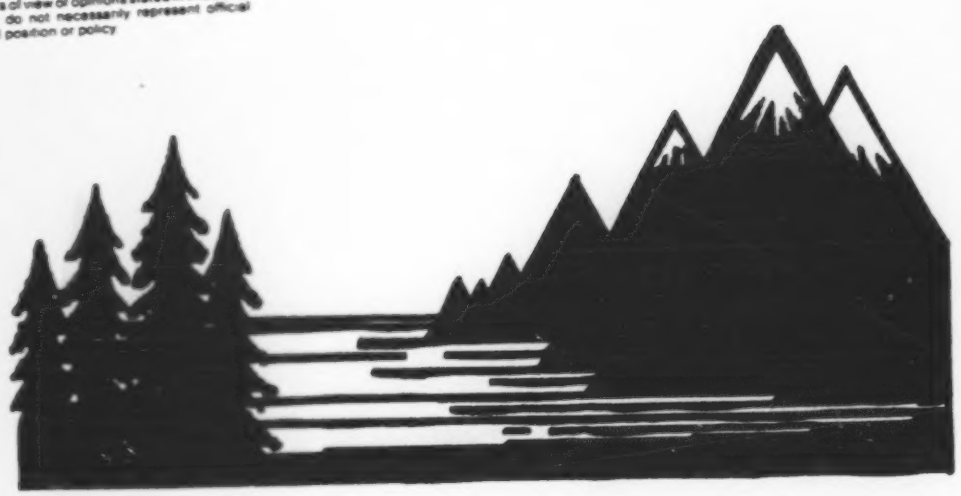

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Nevada Chapter 1 Basic and Advanced Skills Averages for 1989-90

A report prepared by
Gary Pierson, Consultant
Nevada Department of Education

September 1991

Introduction

Chapter 1 of the Elementary and Secondary Education Act provides funding for supplemental instruction in basic skills for children who are underachieving. The programs are located in schools which have a higher than average population of children from low-income families. The most common areas of instruction are reading, language arts, and mathematics. Children served by these programs must receive instruction in basic skills from their regular teacher and then Chapter 1 help is provided in addition to that instruction. Programs must include parental involvement and must also be coordinated with the regular classroom teachers.

Chapter 1 programs are evaluated annually. Children who participate are given pre- and post-tests to measure what gains they have made as a result of the extra services. With most Nevada School Districts changing the testing instrument that was used to determine student gains a comparison of test results between two different testing instruments would be inappropriate. Consequently, the scores in this report are only the post-test averages for the state compared to each district's average. This will be the baseline data for determining gains for the 1990-91 school year. Children in grades 2 and above are measured through a norm-referenced or standardized test. This is usually done on a year-to-year basis. Children in grades K and 1 may also be given a standardized test but other instruments are normally used to measure growth in these children which are more in line with what younger children can handle. These instruments take the form of observations, checklists and less rigid exams. Two school districts, Douglas and Nye, chose only to serve grades K and 1. Their data will show the growth Chapter 1 students have made in their district for the 1989-90 school year.

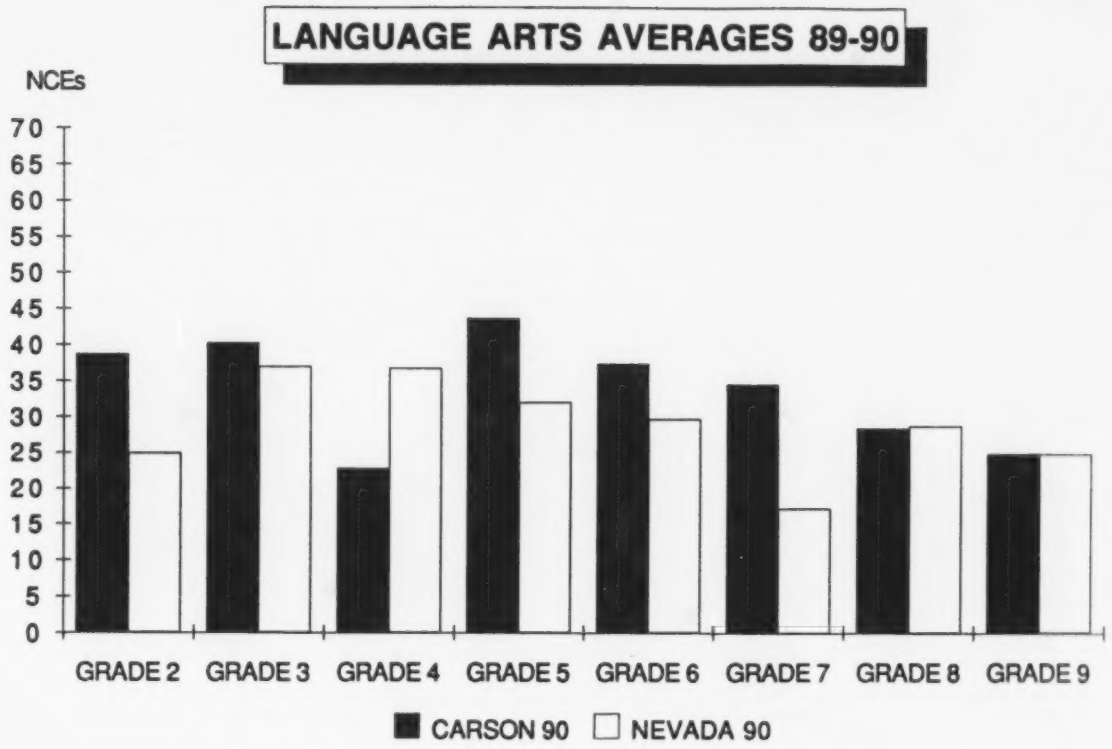
This report consists of Normal Curve Equivalent, NCE, scores for each participating school district for the school year 1989-90. NCEs are standard scores constructed to have a standard deviation of 21.06. This value was selected because it produces an exact match between NCEs of 1 and 99 and percentiles of 1 and 99. Thus, with the same range as percentiles, NCEs derive meaningfulness. They are equal-intervals which allow them to be aggregated or averaged. Any NCE score above zero is good. In general, the greater the NCE score, the more effective the project. A zero NCE score does not mean that the student or group of students learned nothing. The zero NCE score means that the amount of learning was precisely what would have been expected had there been no Chapter 1 project.

Data is reported for each Nevada school district which conducted Chapter 1 programs in 1989-90. Two districts did not have Chapter 1 programs during the 1989-90 school year. They were Esmeralda and Storey County School Districts. The subject or subjects which were taught are reported by grade level. The grade levels include all the grades from each school in the district which had a Chapter 1 program. If there is only one subject reported, for example reading, this means that only that subject was addressed in that particular school district at the grade levels indicated. Sometimes there are not enough Chapter 1 funds available to enable the school district to offer instruction in all three basic skills subjects. Some school districts have also made a determination as to what age groups will receive Chapter 1 services.

Page 33 is a comparison of the numbers of Chapter 1 children served over the last 14 years in Nevada.

Anyone interested in obtaining more information about Chapter 1 results should contact their local school district Chapter 1 office or the Nevada Department of Education.

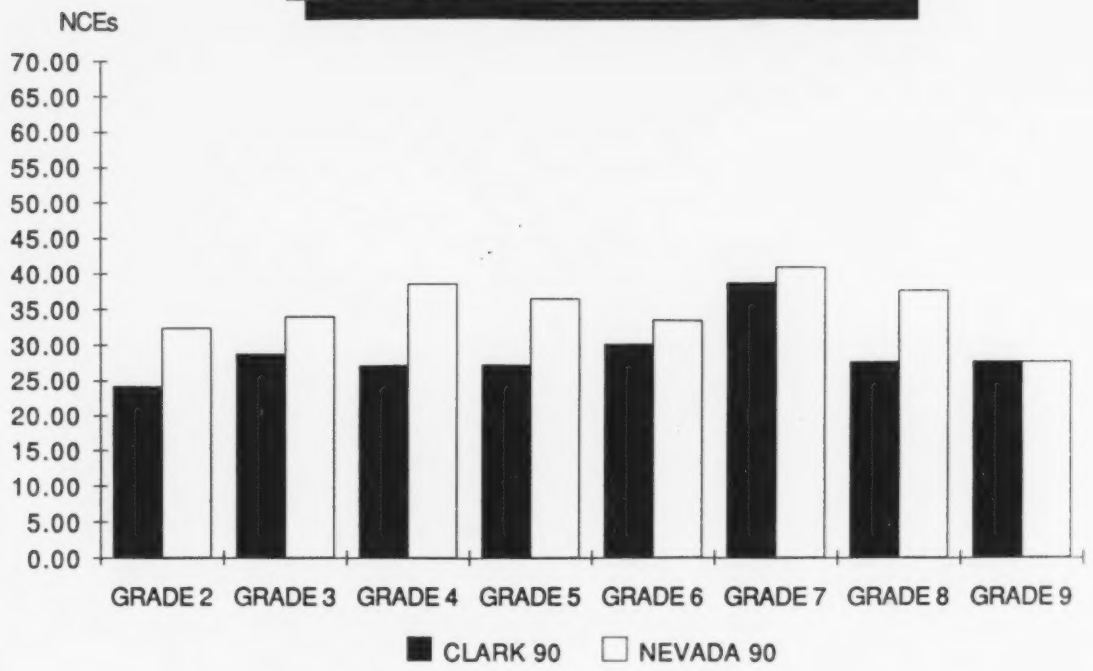
CARSON CITY SCHOOL DISTRICT



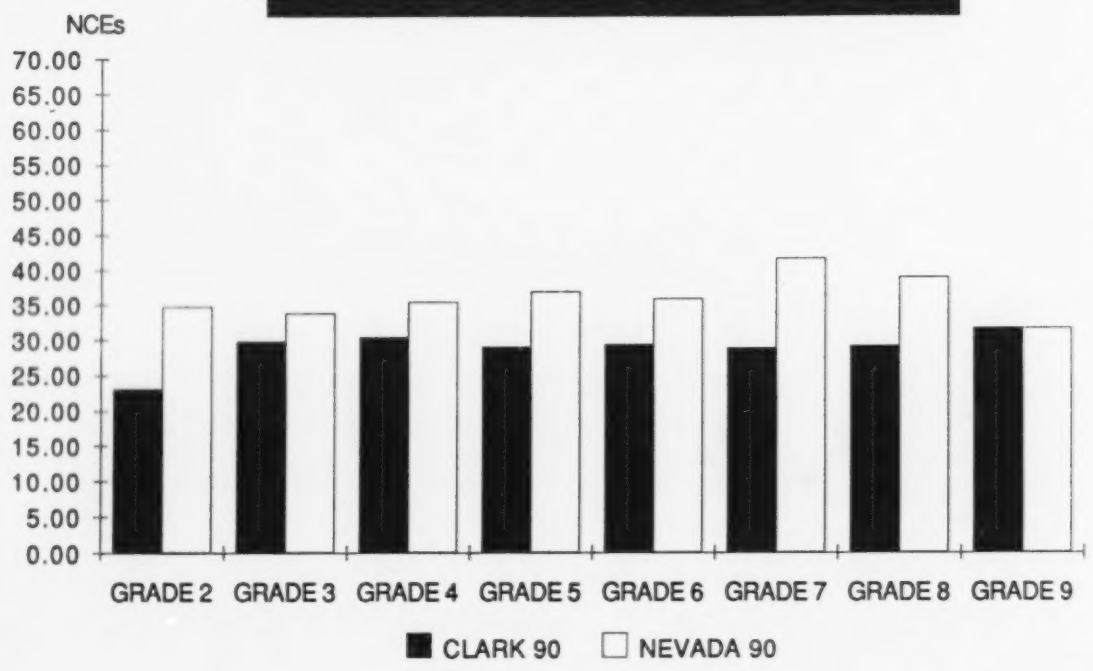
The Chapter 1 program in Carson City served 292 students in grades 2 through 9. Six students in a non-public school and 12 students in a local institution for neglected or delinquent were served. The district's greatest need was Language Arts. Post-test gains were measured using the Comprehensive Test of Basic Skills. Students made gains equal to or above the state average at all grade levels except grade 4.

CLARK COUNTY SCHOOL DISTRICT

BASIC READING AVERAGES 89-90



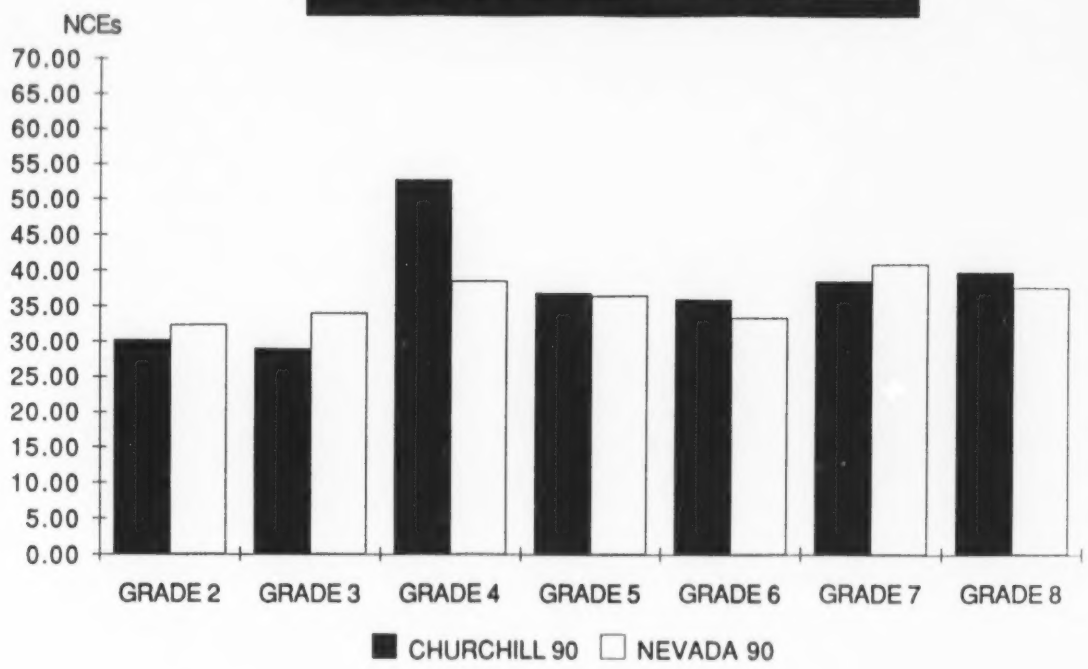
ADVANCED READING AVERAGES 89-90



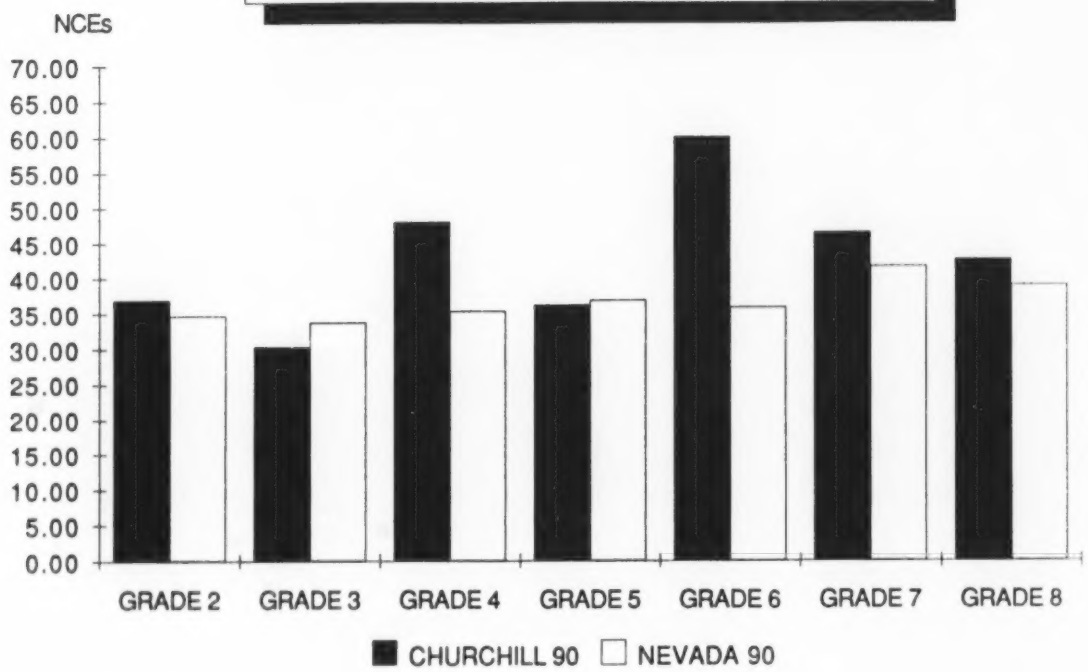
Reading was the subject of greatest need in Clark County School District. Approximately 6,408 students were served in the Chapter 1 program. Eligible students in private schools were also served through a mobile instructional van. Students in local institutions for neglected or delinquent were served in their area of greatest need. In the pre-kindergarten, kindergarten and first grade components, gains were measured using a developmental survey instrument. The Comprehensive Test of Basic Skills was used to measure gains in grades 2 through 9. Students made gains based on a pre/post test analysis of scores, although all gains did not approach the state-wide average in basic and advanced reading.

CHURCHILL COUNTY SCHOOL DISTRICT

BASIC READING AVERAGES 89-90



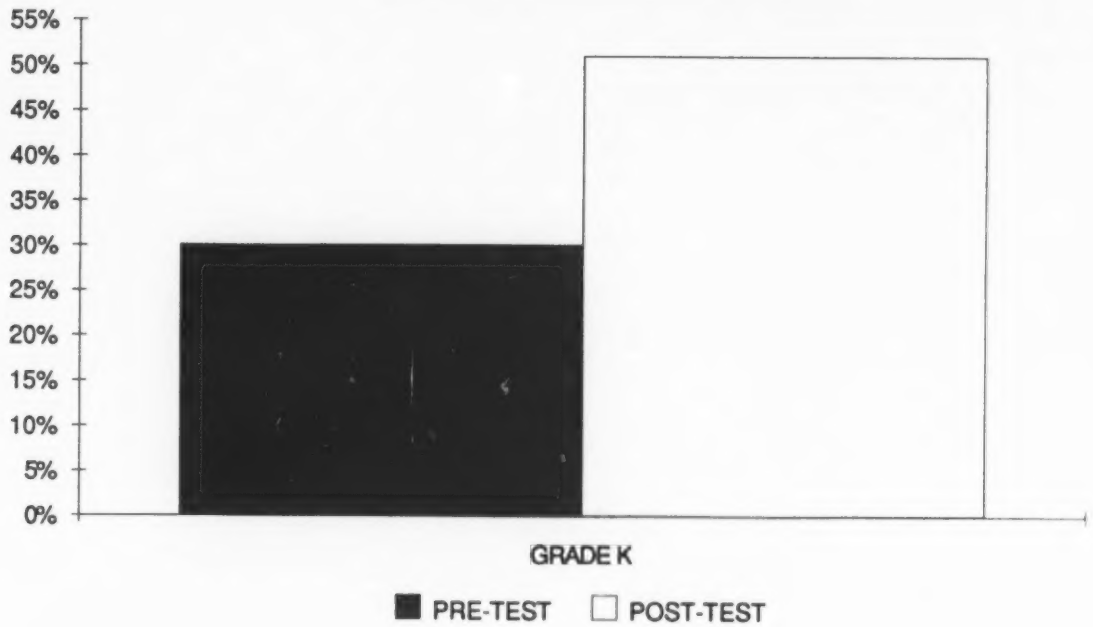
ADVANCED READING AVERAGES 89-90



The Chapter 1 program in Churchill County School District served 190 students in grades 1 through 8. The district's greatest need was in reading and they chose to only serve students in that subject area. Post-test results were measured using the Comprehensive Test of Basic Skills in grades 2-8 for both basic and advanced reading scores. The students made gains nearly equal to or above the state average in all grades served.

DOUGLAS COUNTY SCHOOL DISTRICT

BASIC READING 1989-90

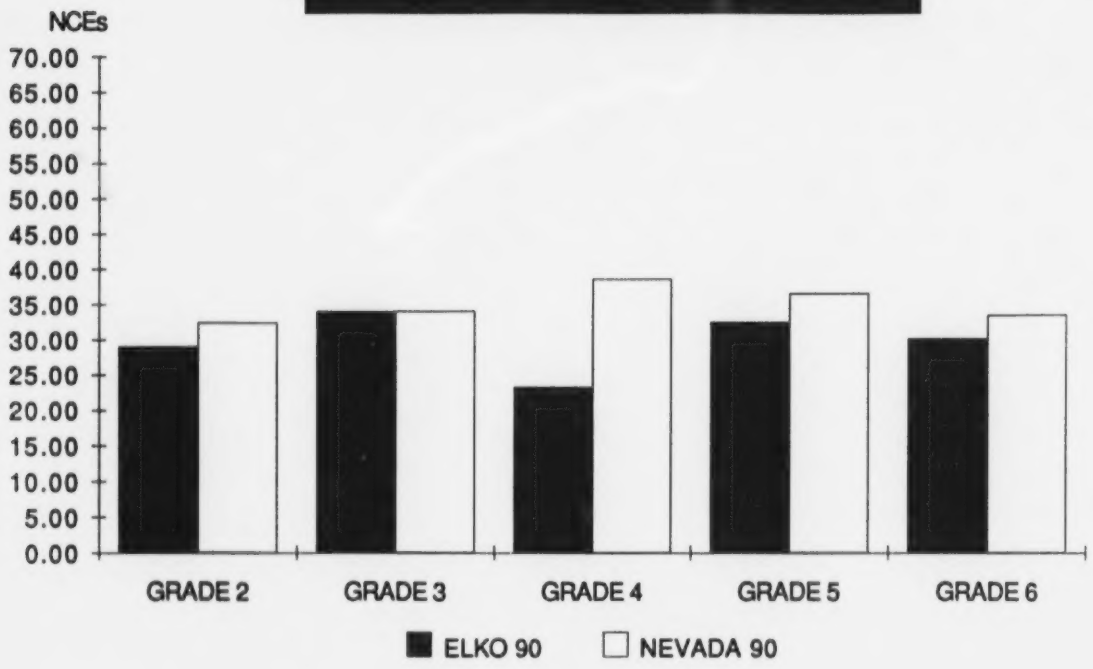


The Chapter 1 program in Douglas County School District served 62 students in kindergarten and 37 students in grades 6-12 that were institutionalized. Kindergarten students were given pre- and post-tests using the CAT-E and scores were determined in percentiles rather than NCEs. The data showed that the kindergarten students made considerable growth.

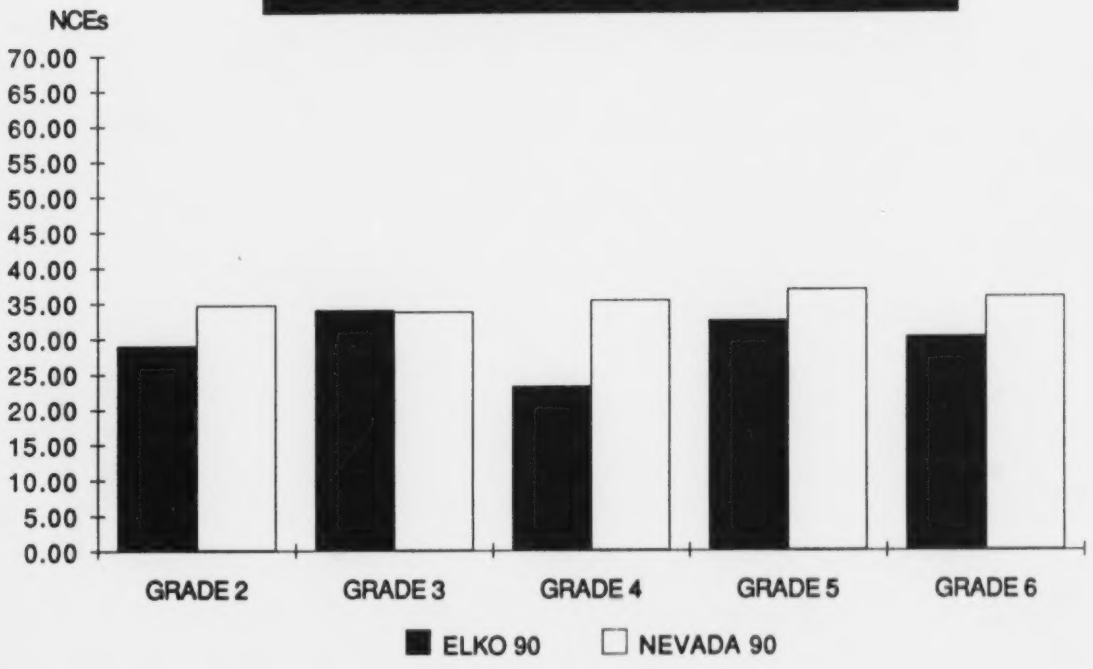
Students institutionalized at China Springs in grades 6-12 are not charted because of the small student populations at these grade levels.

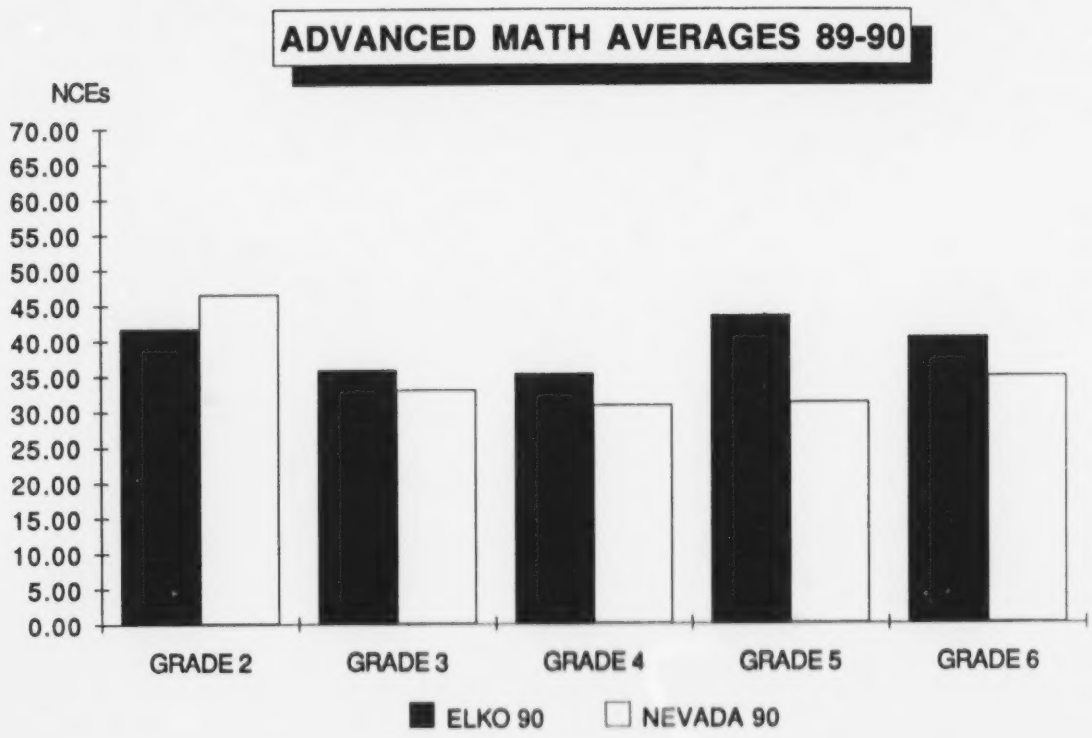
ELKO COUNTY SCHOOL DISTRICT

BASIC READING AVERAGES 89-90



ADVANCED READING AVERAGES 89-90

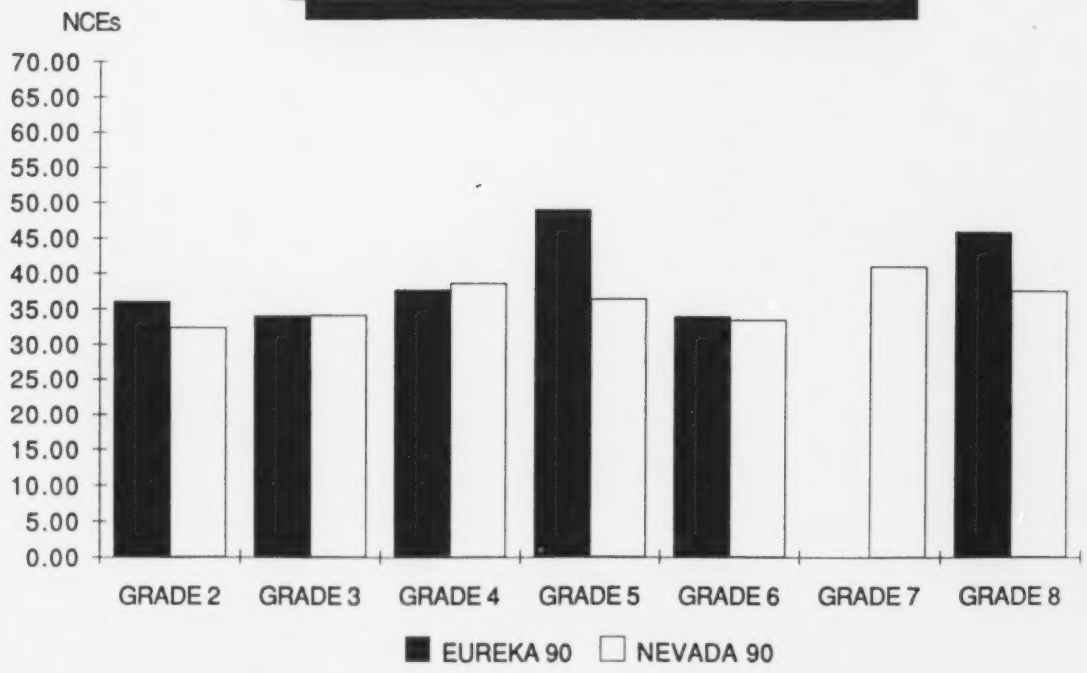




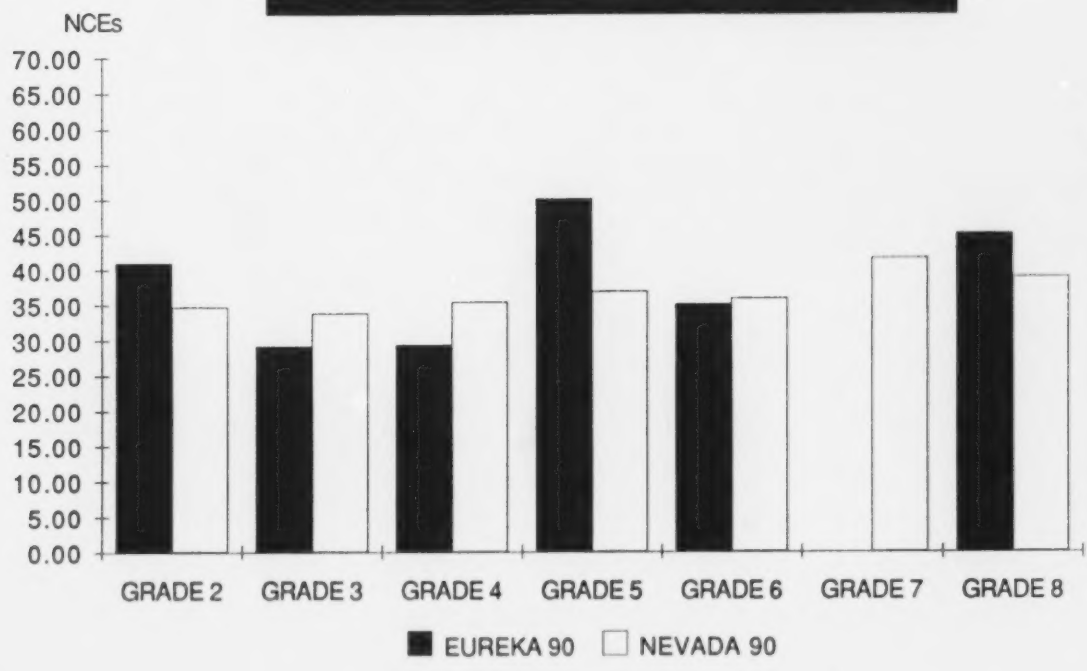
The Chapter 1 program in Elko County School District served 205 students in grades 1 through 6. The district's greatest need was in reading and they chose to serve students in that subject area along with math. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 2 through 6. Basic Reading and Advanced Reading averages were below the state averages except for grade 3. Advanced Math averages were higher than state averages for every grade except for grade two.

EUREKA COUNTY SCHOOL DISTRICT

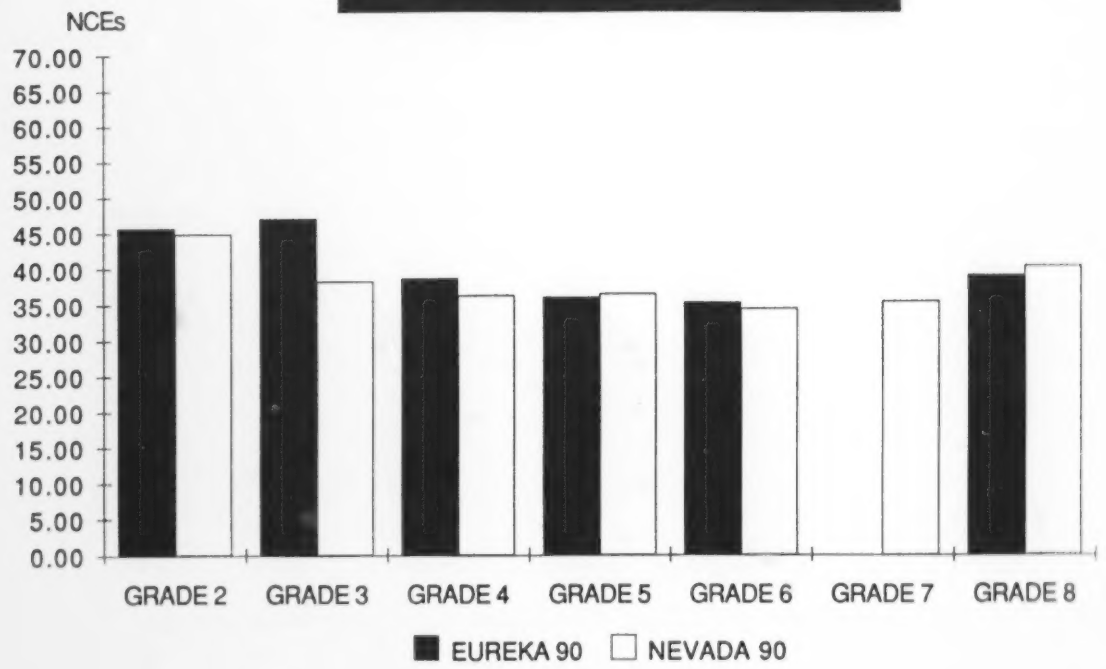
BASIC READING AVERAGES 89-90



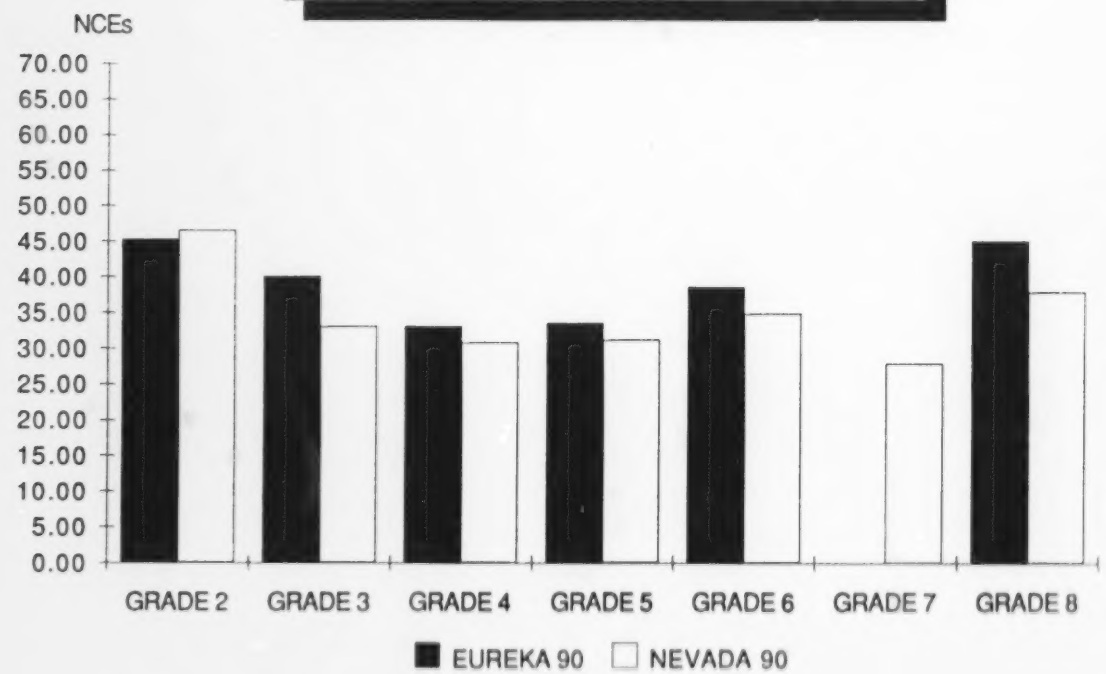
ADVANCED READING AVERAGES 89-90

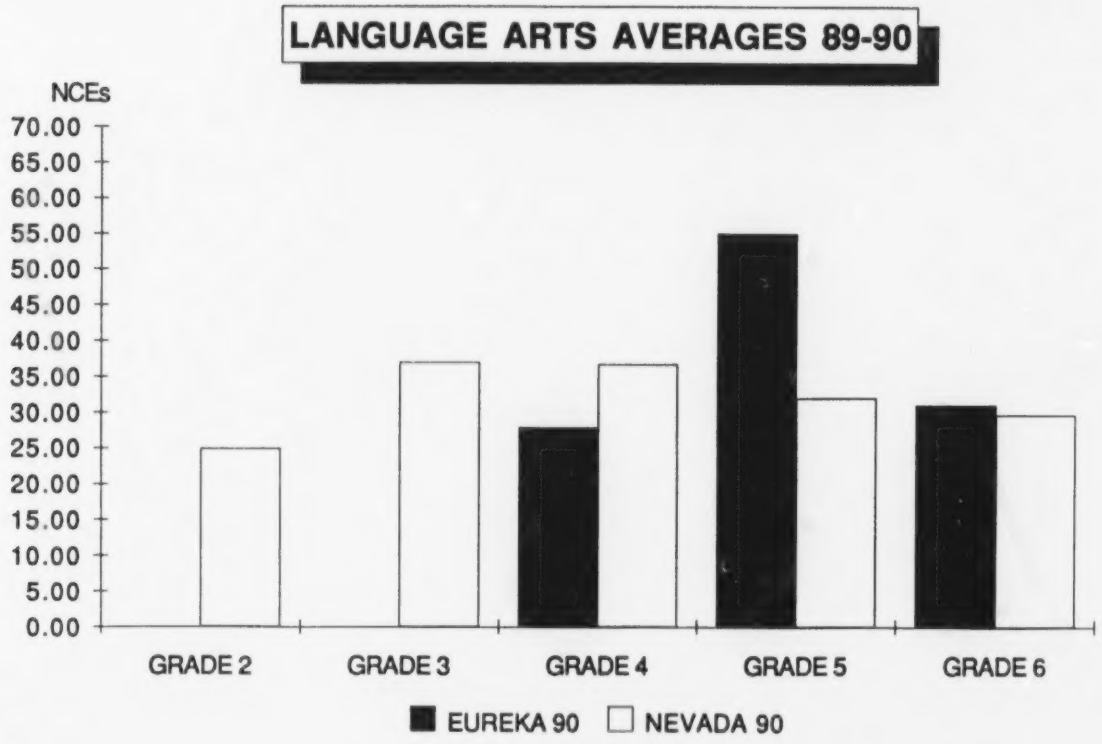


BASIC MATH AVERAGES 89-90



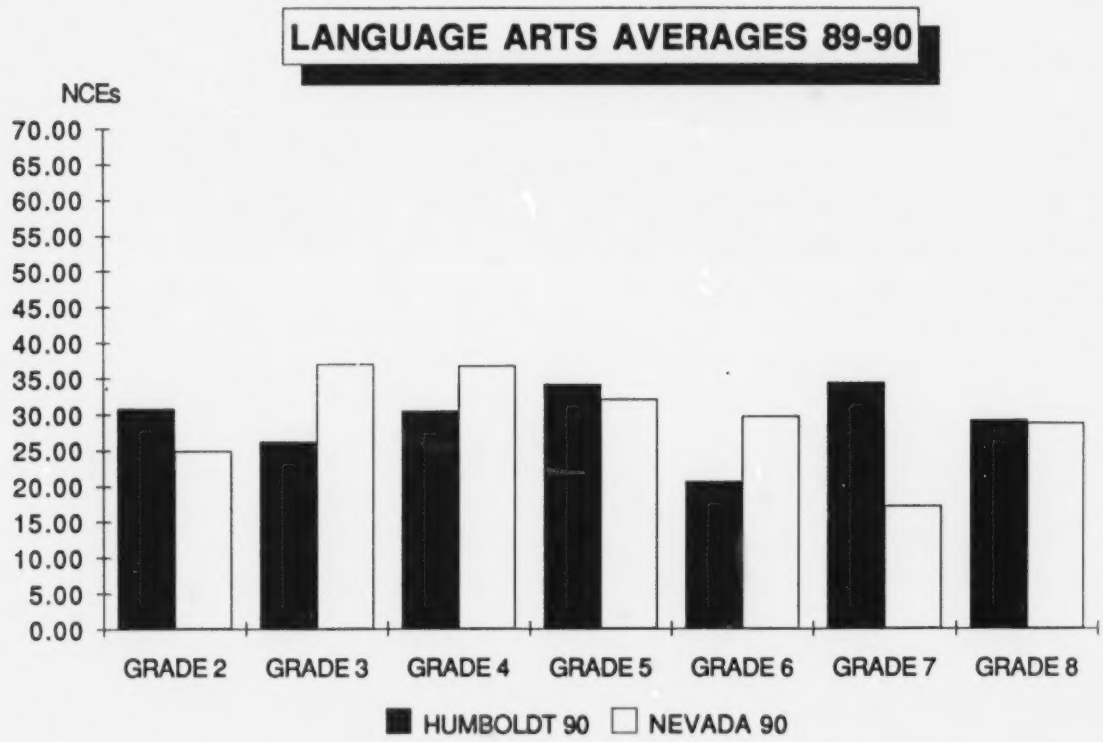
ADVANCED MATH AVERAGES 89-90





The Chapter 1 program in Eureka County School District served 32 students in grades 1-8 The district's greatest need was in math and they chose to serve students in that subject area along with reading and language arts. Post-test results were measured using the Comprehensive Test of Basic Skills in grades 2-8 for both basic and advanced scores for math and reading and language arts scores. The district did not have any eligible students for mathematics and reading in grade 7. The only students eligible for language arts were in grades 4 through 6.

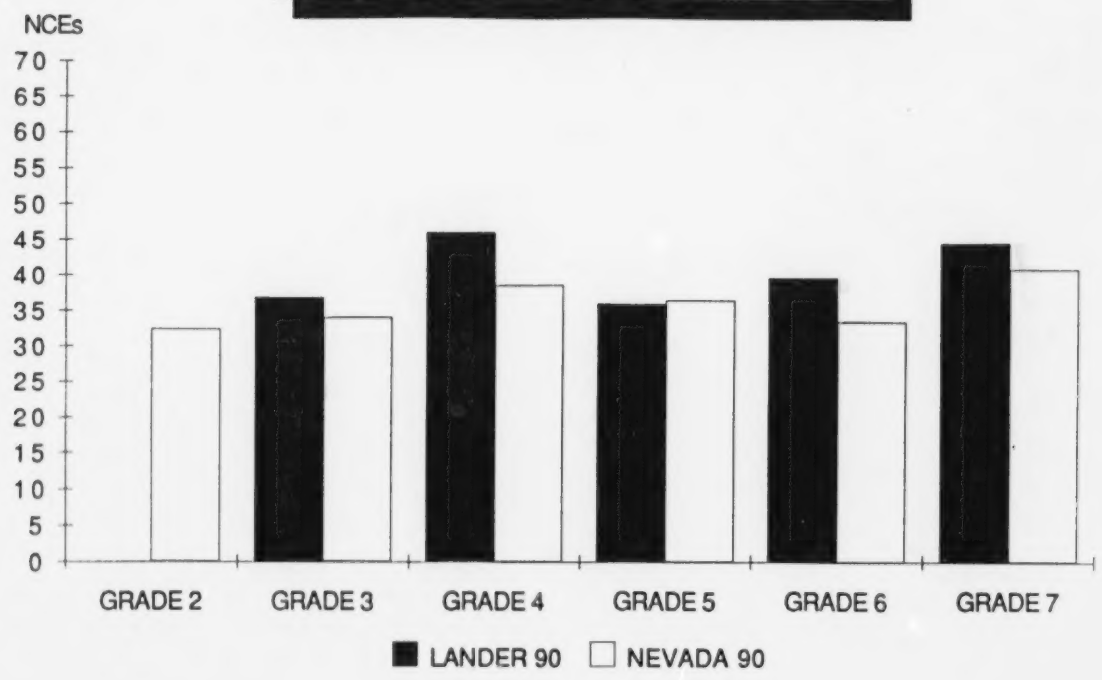
HUMBOLDT COUNTY SCHOOL DISTRICT



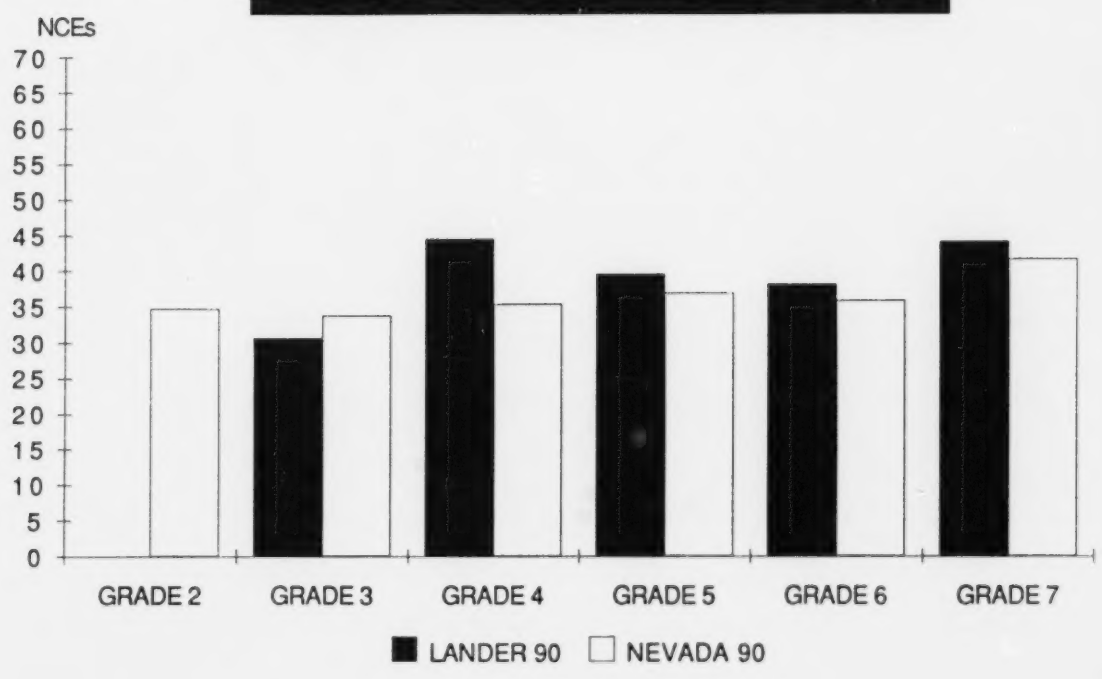
The Chapter 1 program in Humboldt County School District served 220 students in grades 1 through 8. The district's greatest need was Language Arts. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 2 through 8. Student gains varied with three grades below state averages and four grades scoring above state averages.

LANDER COUNTY SCHOOL DISTRICT

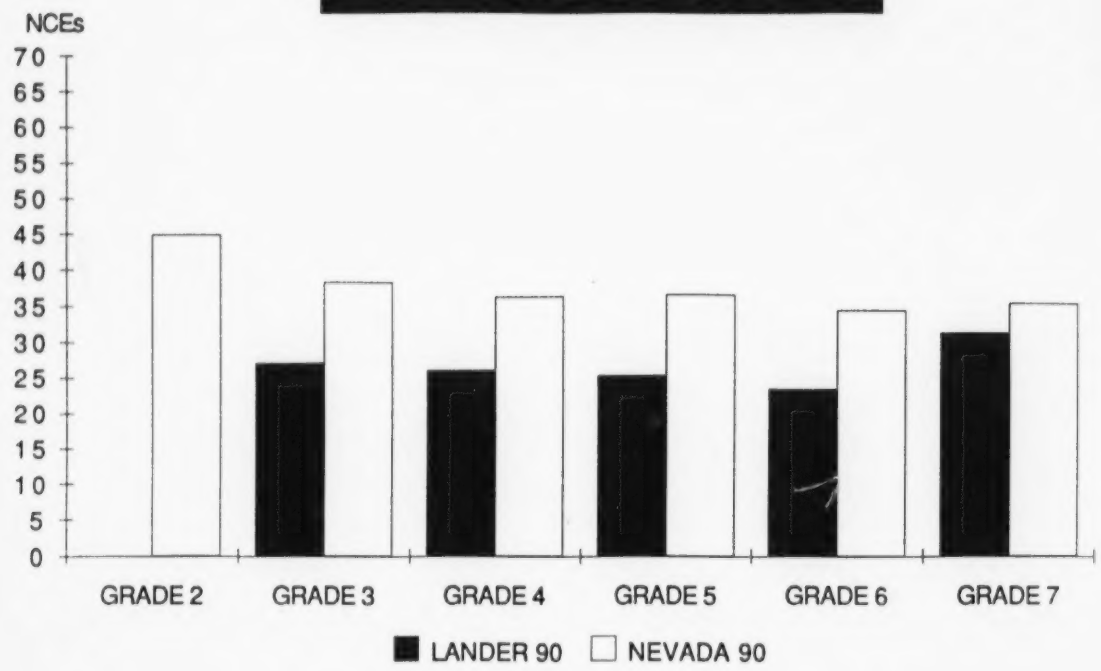
BASIC READING AVERAGES 89-90



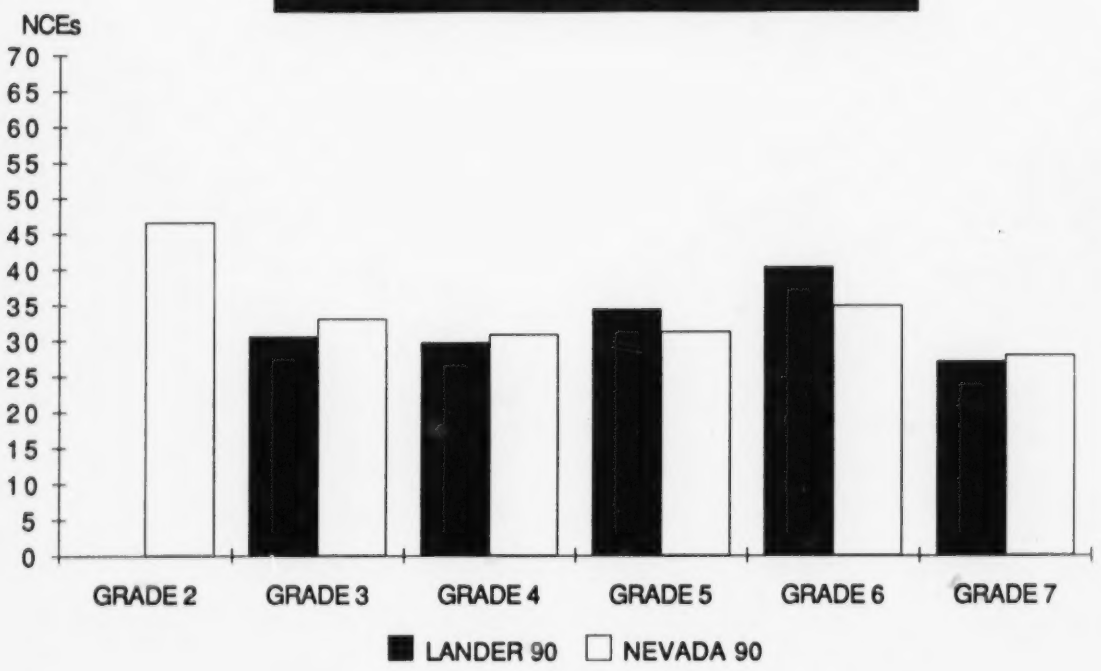
ADVANCED READING AVERAGES 89-90

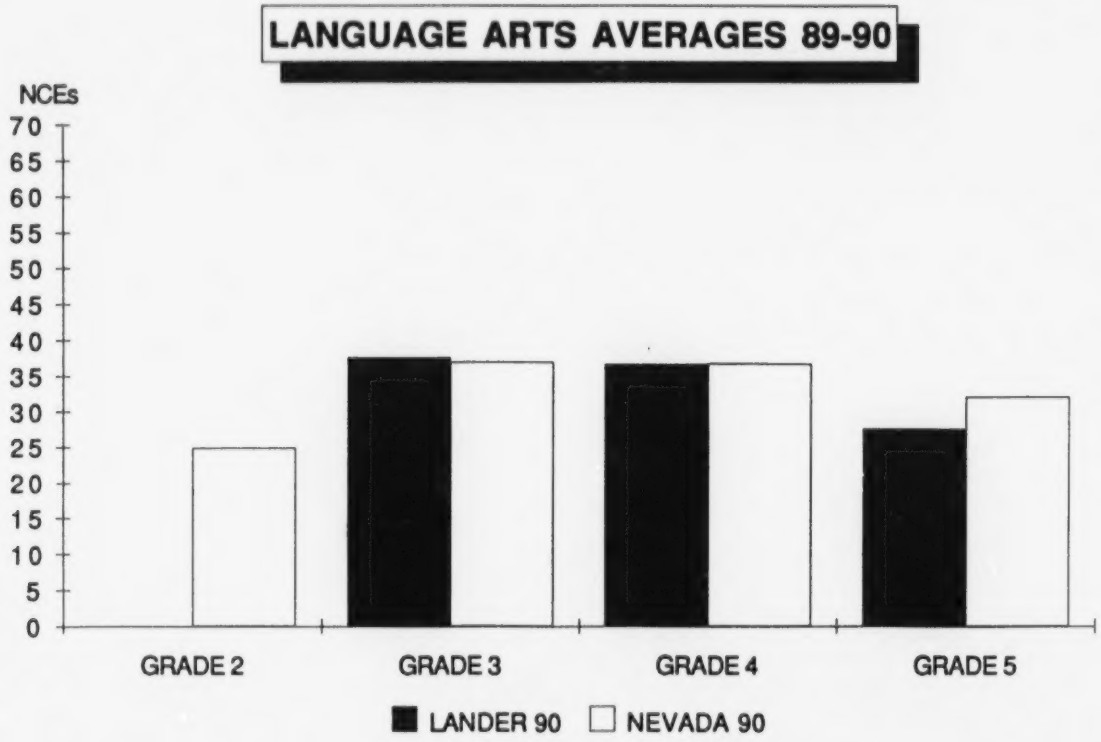


BASIC MATH AVERAGES 89-90



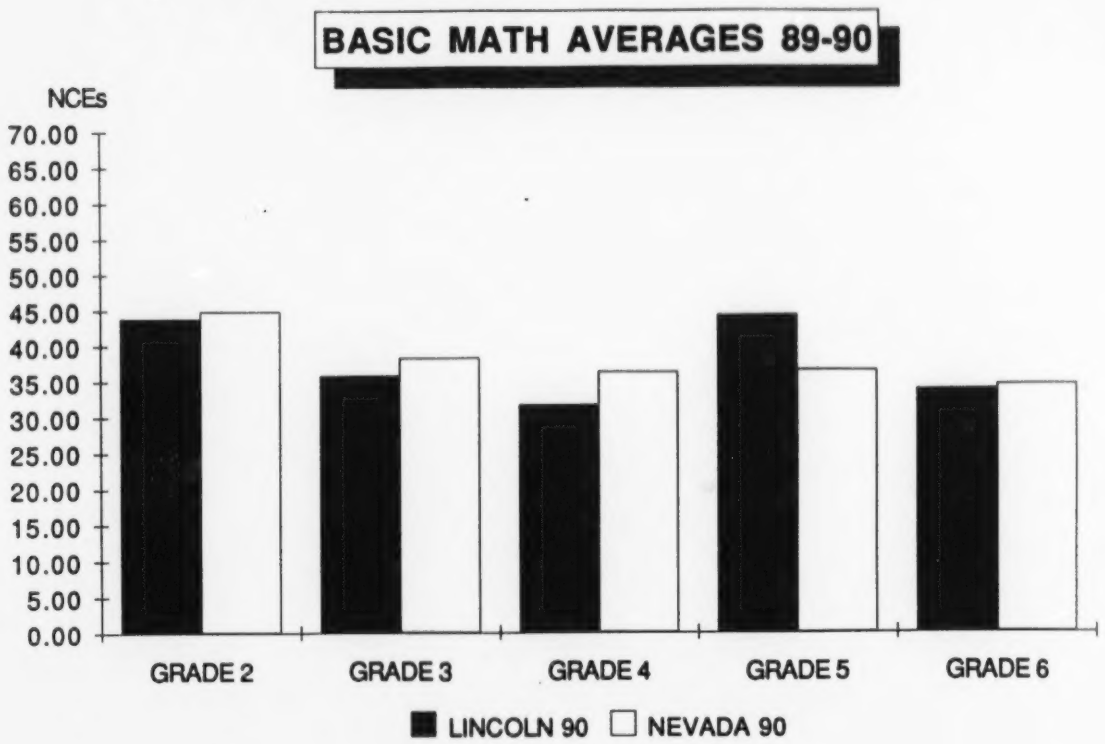
ADVANCED MATH AVERAGES 89-90





The Chapter 1 program in Lander County School District served 83 students in grades 3 through 7. The district's greatest need was in reading and they chose to serve students in that subject area along with language arts and math. Post-test results were measured using the Stanford Diagnostic Test in grades 3-7 for both basic and advanced skills in math and reading and language arts. The only students eligible for language arts were in grades 3 through 5.

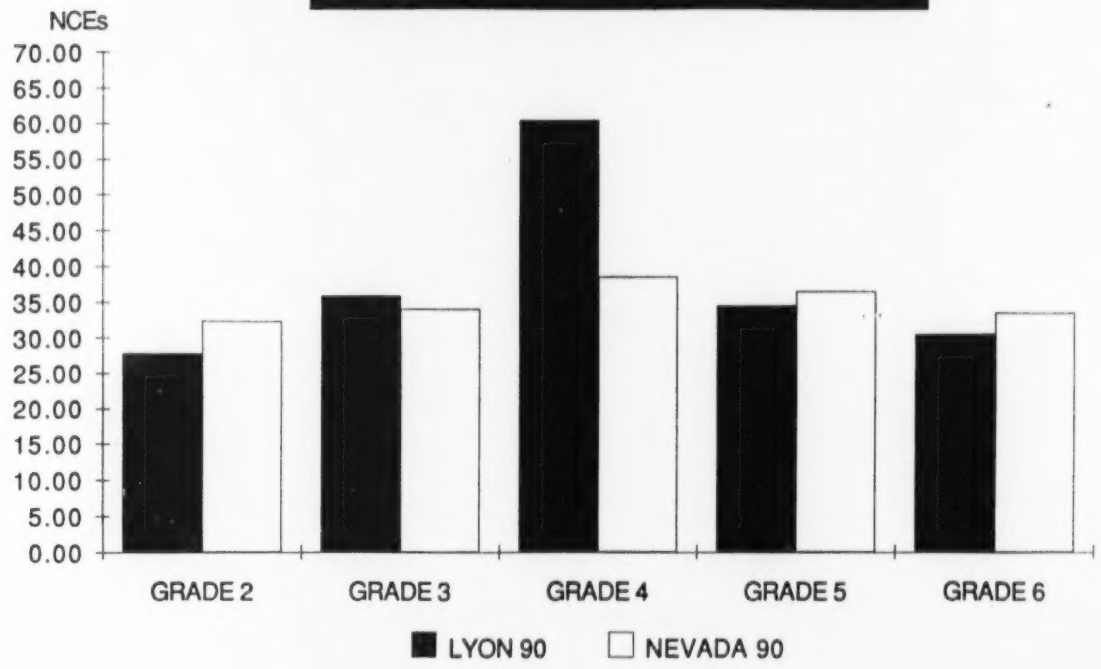
LINCOLN COUNTY SCHOOL DISTRICT



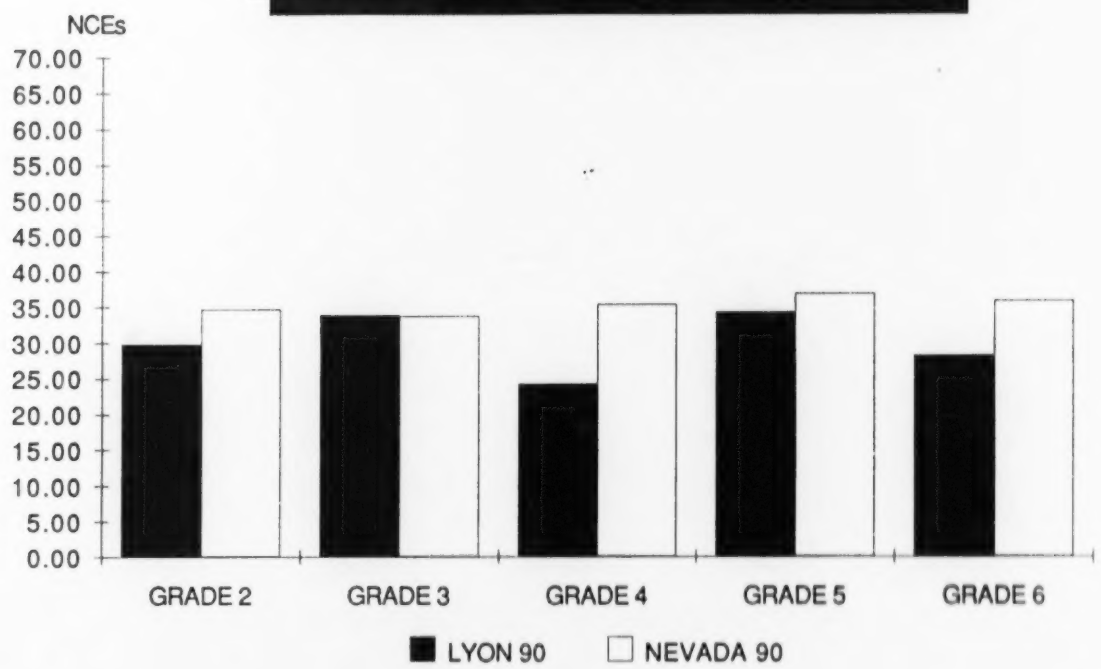
The Chapter 1 program in Lincoln County School District served 46 students in grades 2 through 6. The district's greatest need was Language Arts. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 2 through 6. Students made gains nearly equal to or above the state average at all grades.

LYON COUNTY SCHOOL DISTRICT

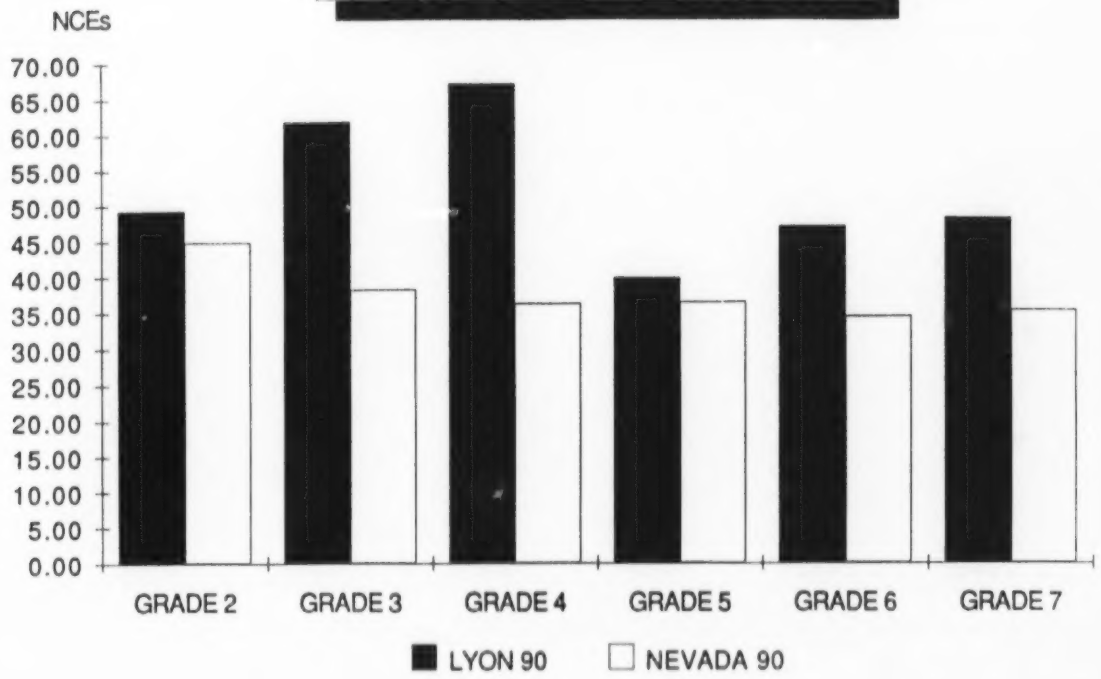
BASIC READING AVERAGES 89-90



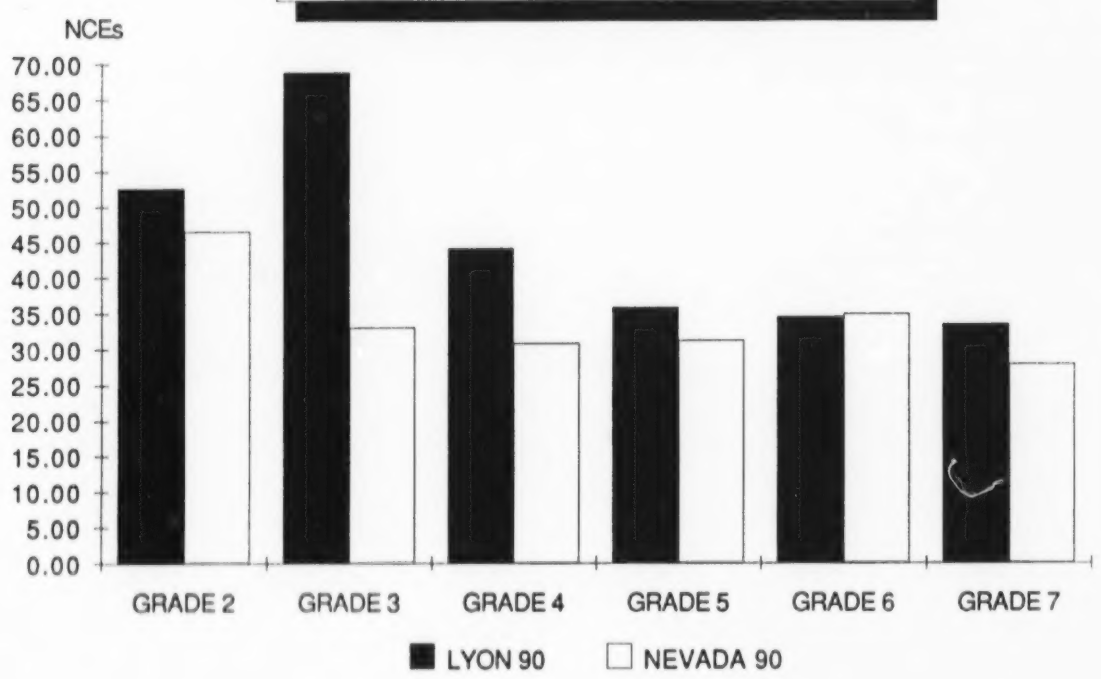
ADVANCED READING AVERAGES 89-90

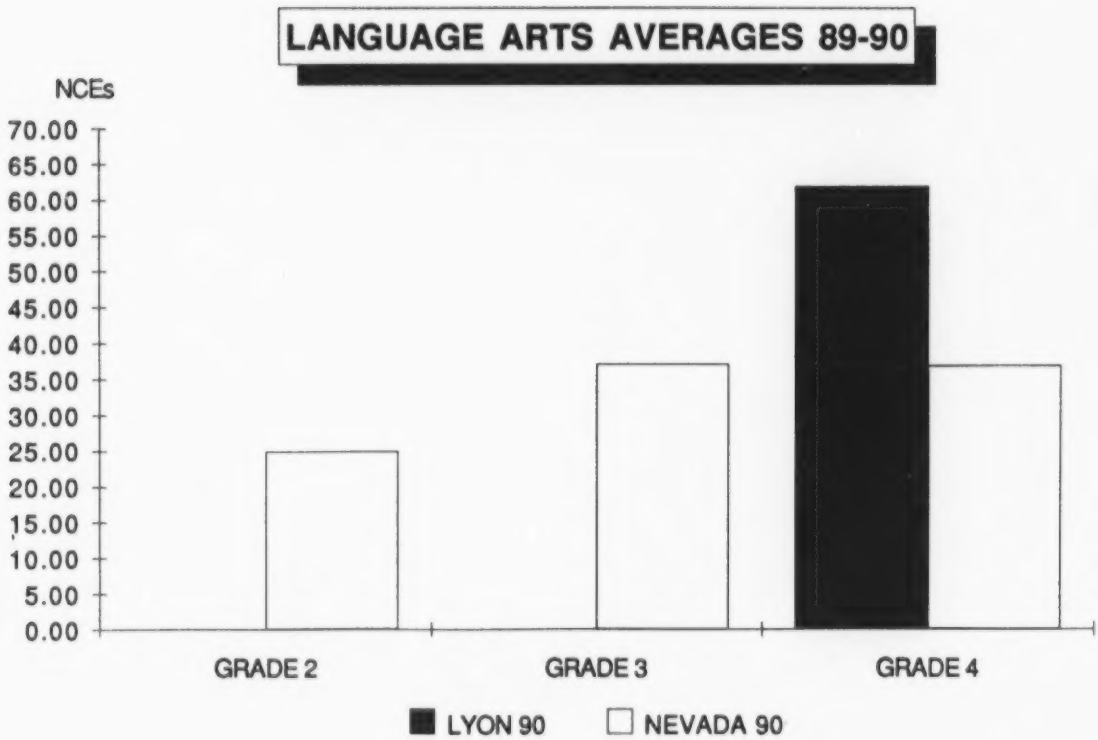


BASIC MATH AVERAGES 89-90



ADVANCED MATH AVERAGES 89-90

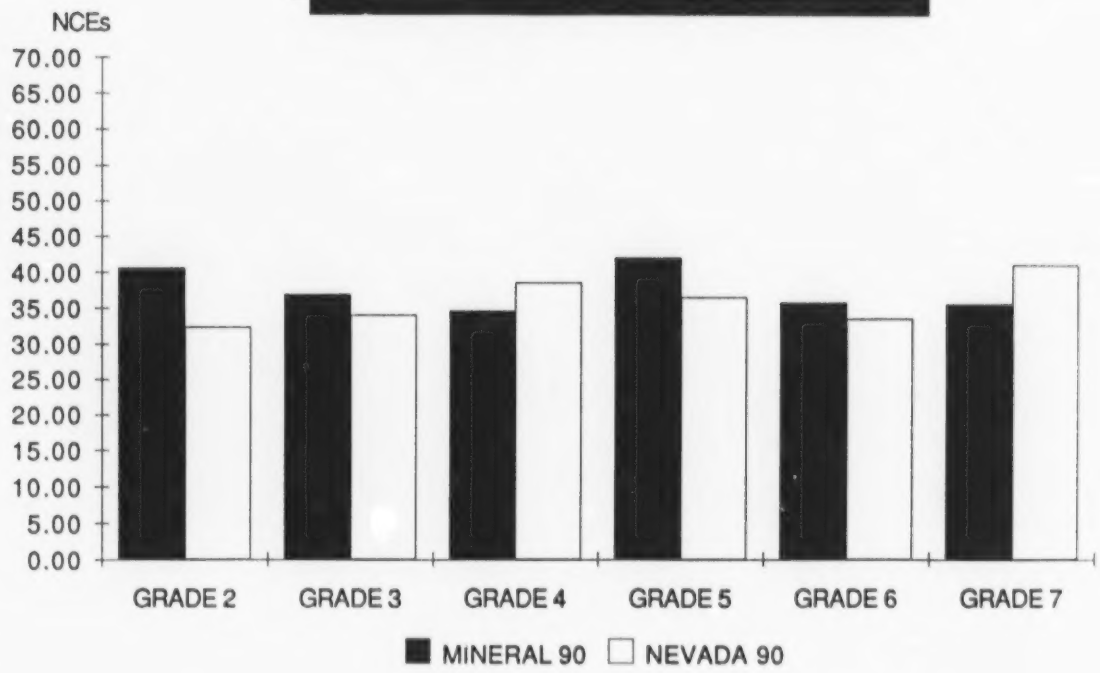




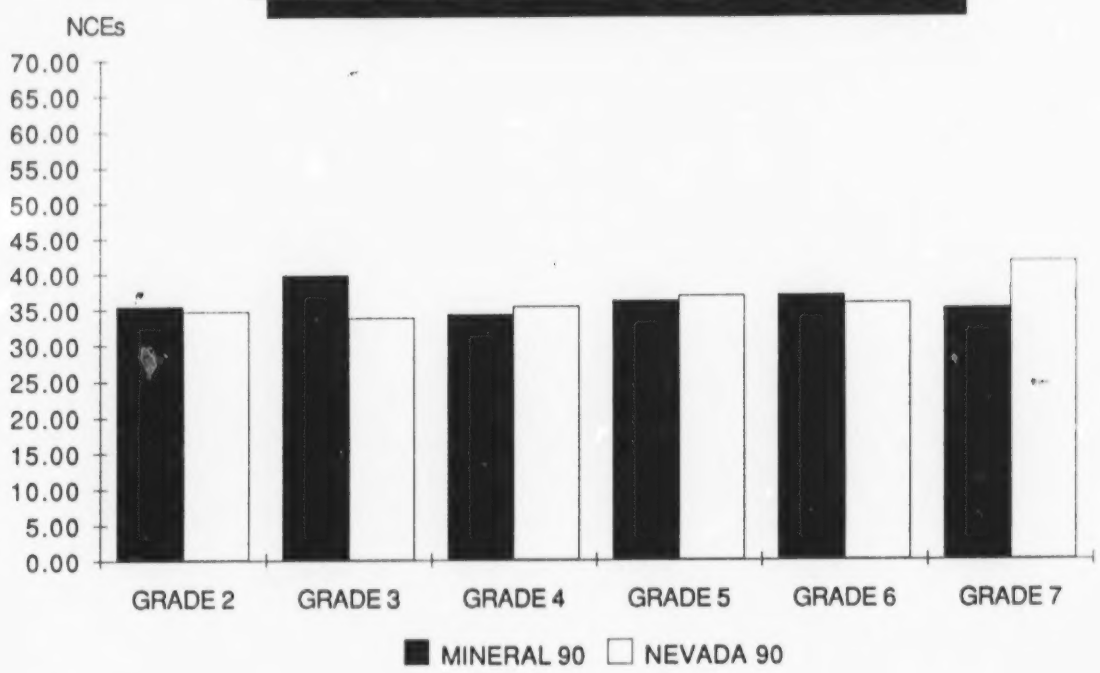
The Chapter 1 program in Lyon County School District served 176 students in grades 2 through 6. The district's greatest need was mathematics and they chose to serve students in that subject area along with reading and language arts. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 2 through 6. Basic Reading scores were nearly equal to or above state averages. Advanced Reading scores were below state averages in all grades except for the third grade which did meet state averages. Students in basic mathematics and advanced mathematics showed gains greater than the state averages at all grade levels. Those students that received instruction in Language Arts in the fourth grade showed gains higher than the state average.

MINERAL COUNTY SCHOOL DISTRICT

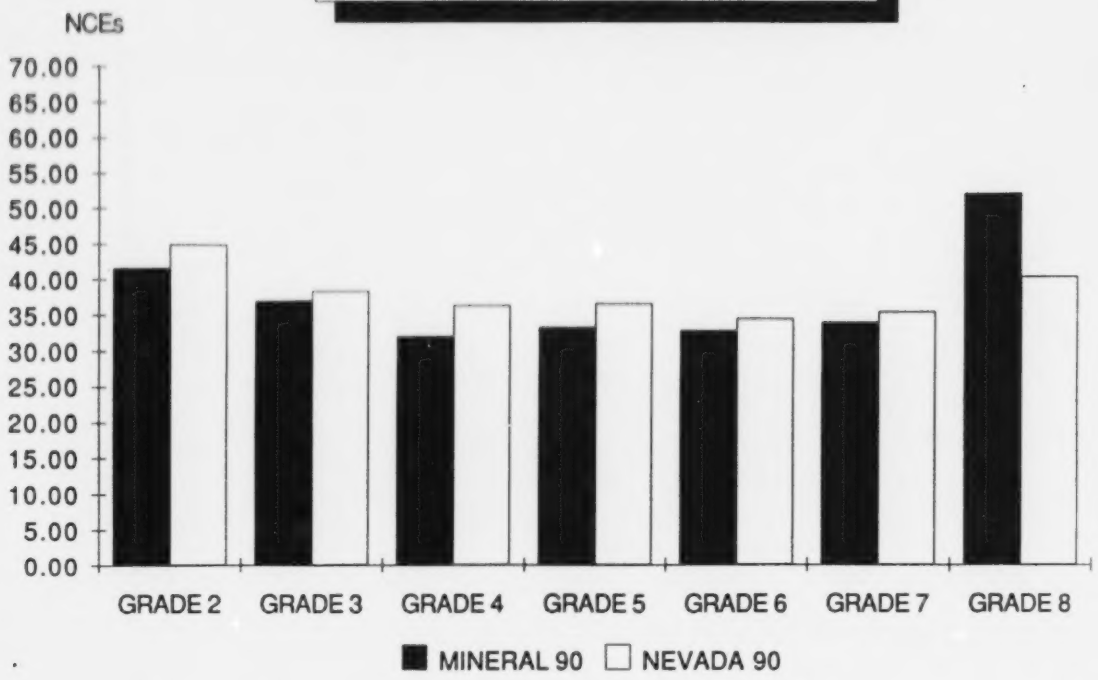
BASIC READING AVERAGES 89-90



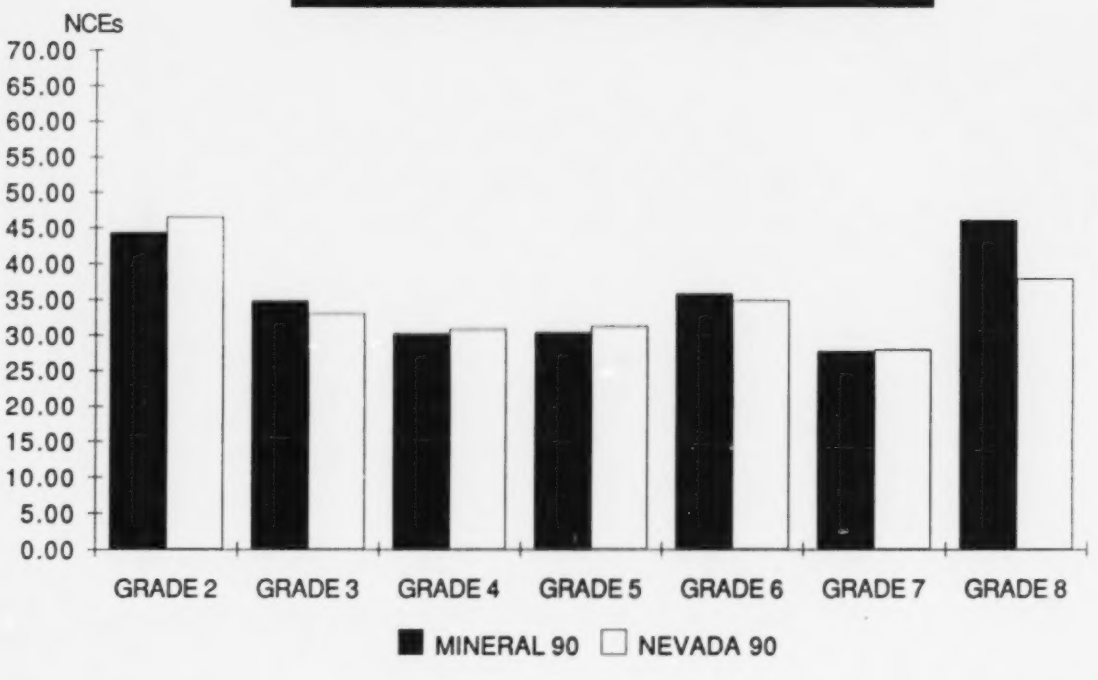
ADVANCED READING AVERAGES 89-90



BASIC MATH AVERAGES 89-90

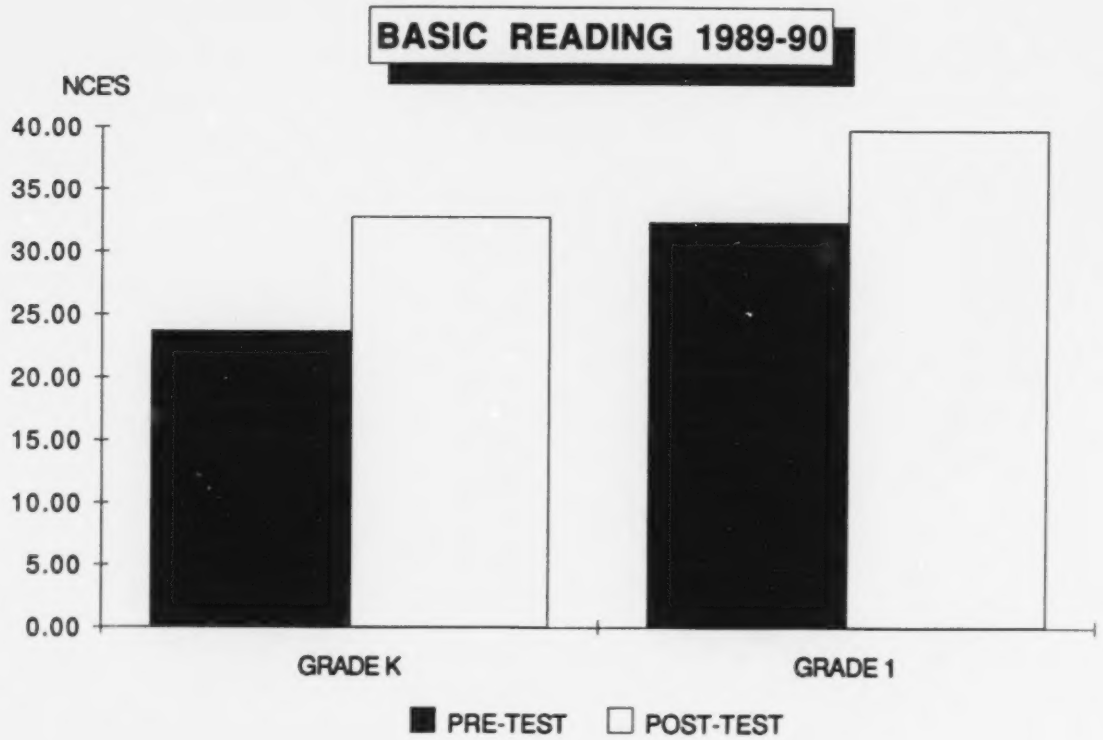


ADVANCED MATH AVERAGES 89-90



The Chapter 1 program in Mineral County School District served 144 students in grades 2 through 8. The district's greatest need was mathematics and they chose to serve students in that subject area along with reading as a second priority subject. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 2 through 8. Basic Reading scores were above state averages except for grades 4 and 7. Advanced Reading scores were nearly equal to or above state averages except for grade 7. Basic Math scores were below state averages in all grades except for grade seven, which was higher than the state average. Advanced Mathematics scores were all nearly equal to or higher than state averages.

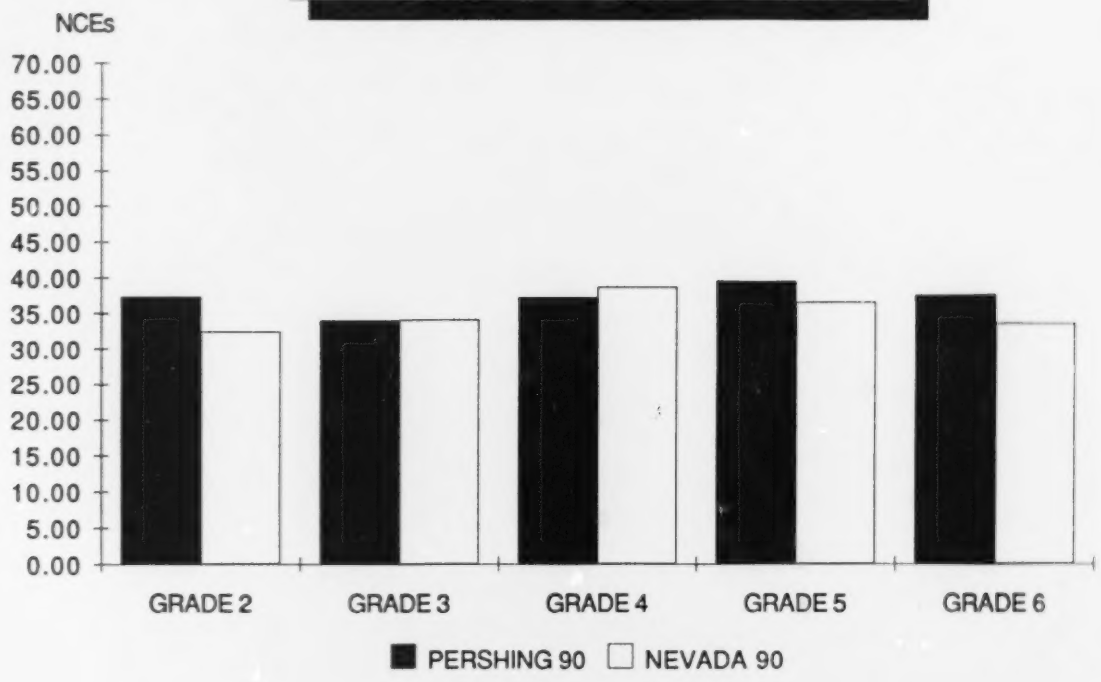
NYE COUNTY SCHOOL DISTRICT



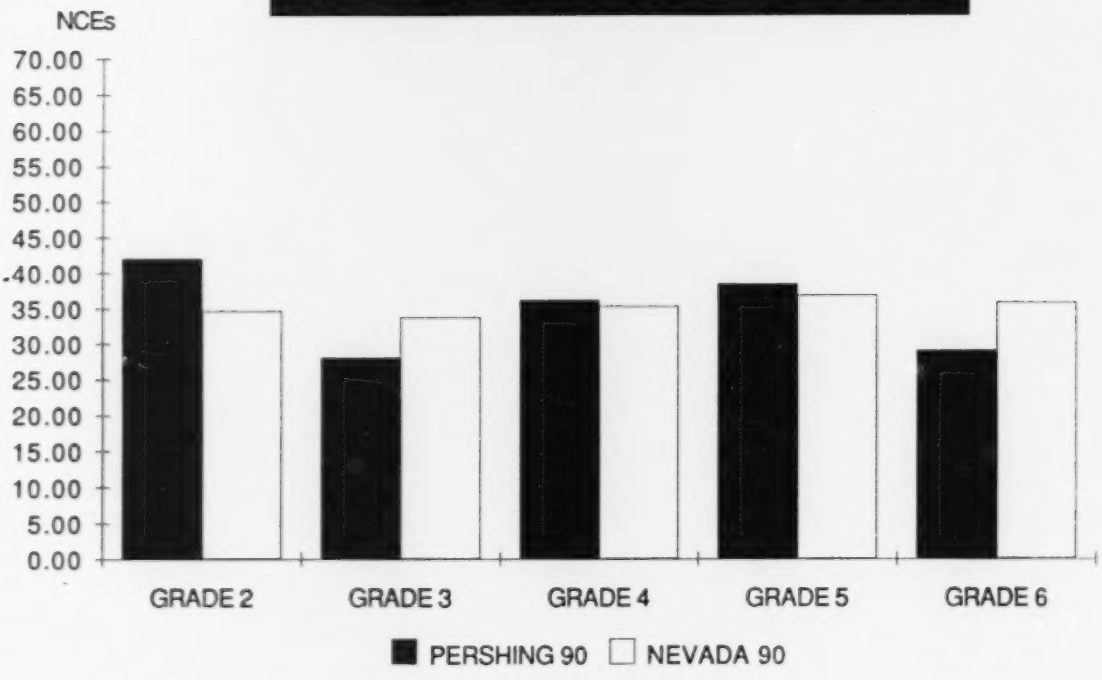
Nye County School District served 84 Chapter 1 eligible students in grades K and 1. Pre- and post-tests results were compared using the Early Prevention of School Failure Developmental Checklist. Students in both grades made gains for the 1989-90 school year.

PERSHING COUNTY SCHOOL DISTRICT

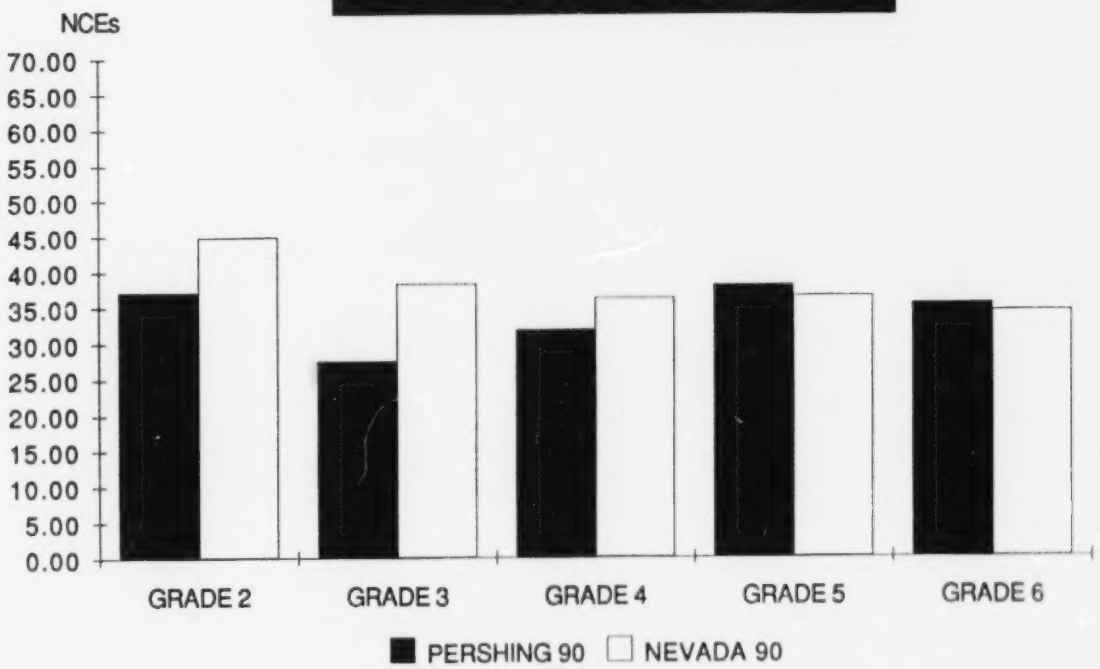
BASIC READING AVERAGES 89-90



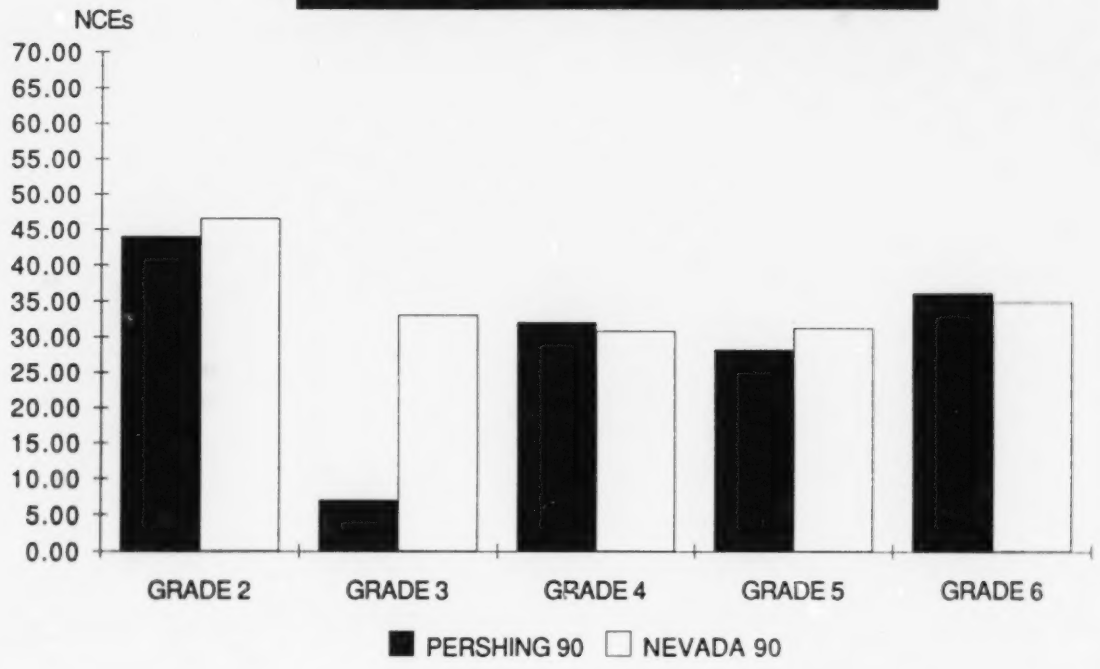
ADVANCED READING AVERAGES 89-90



BASIC MATH AVERAGES 89-90



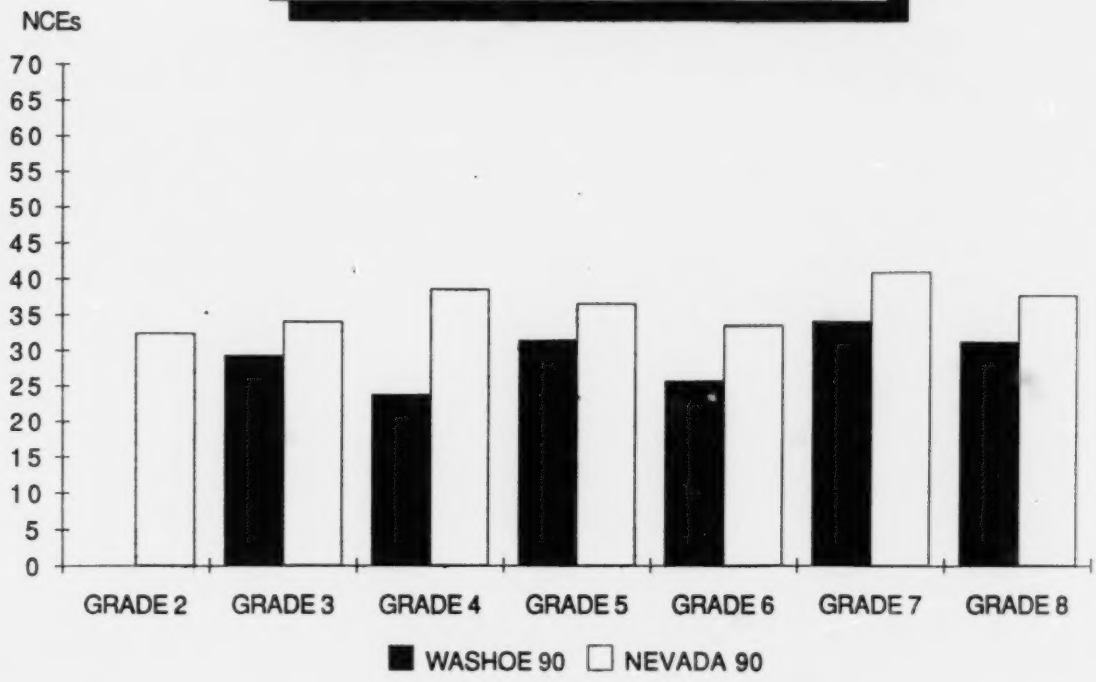
ADVANCED MATH AVERAGES 89-90



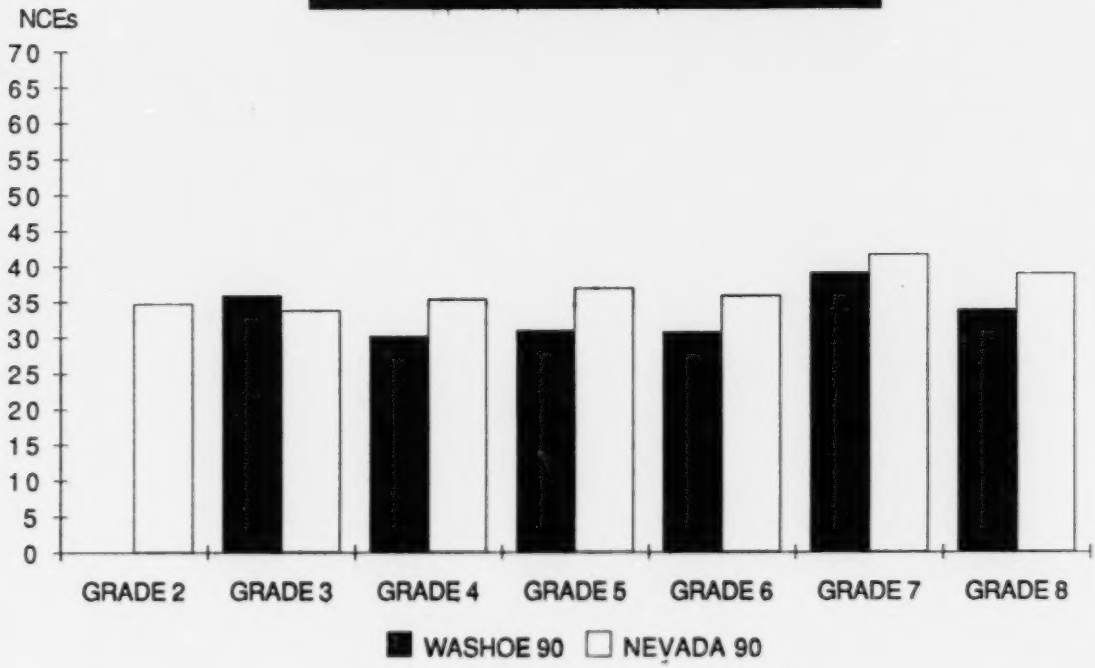
The Chapter 1 program in Pershing County School District served 57 students in grades 1 through 6. The district's greatest need was in reading and they chose to serve students in that subject area along with math as a second priority. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 2 through 6. Basic Reading scores were nearly equal to or higher than the state average at all grade levels. Advanced Reading scores were higher than state averages at all grade levels except for grades 3 and 6. Basic Math scores were below state averages except for grades 5 and 6 which were greater than state averages. Advanced Math scores were lower at all grade levels except for grades 4 and 6. The third grade Advanced Math average for the district was the result of only one student tested.

WASHOE COUNTY SCHOOL DISTRICT

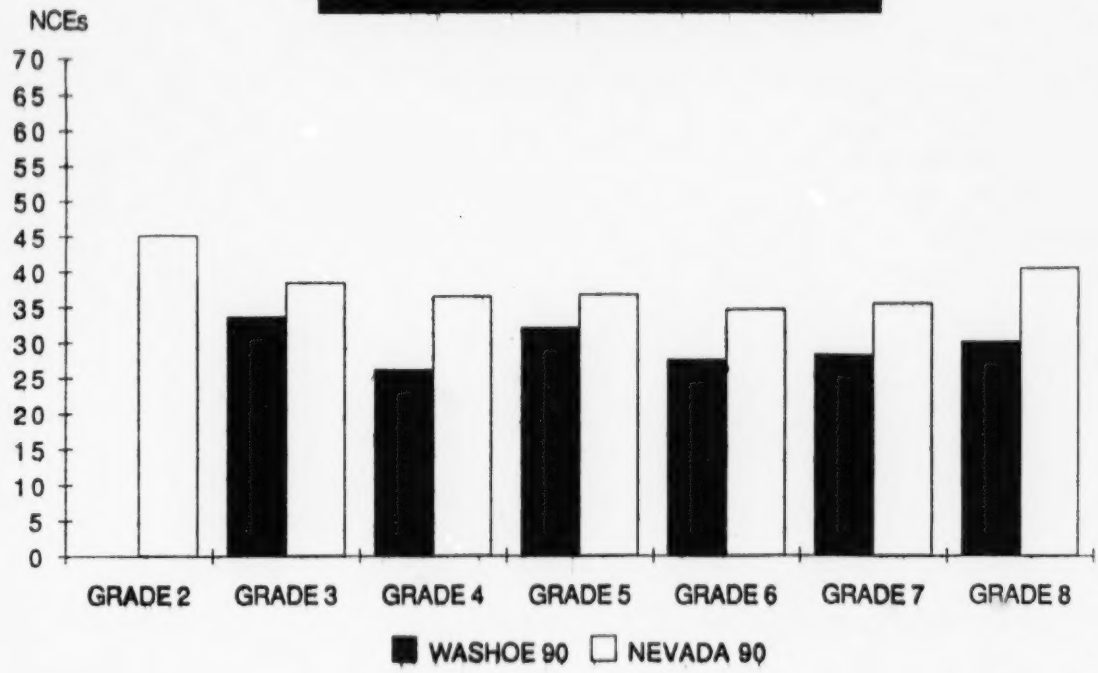
BASIC READING AVERAGES 89-90



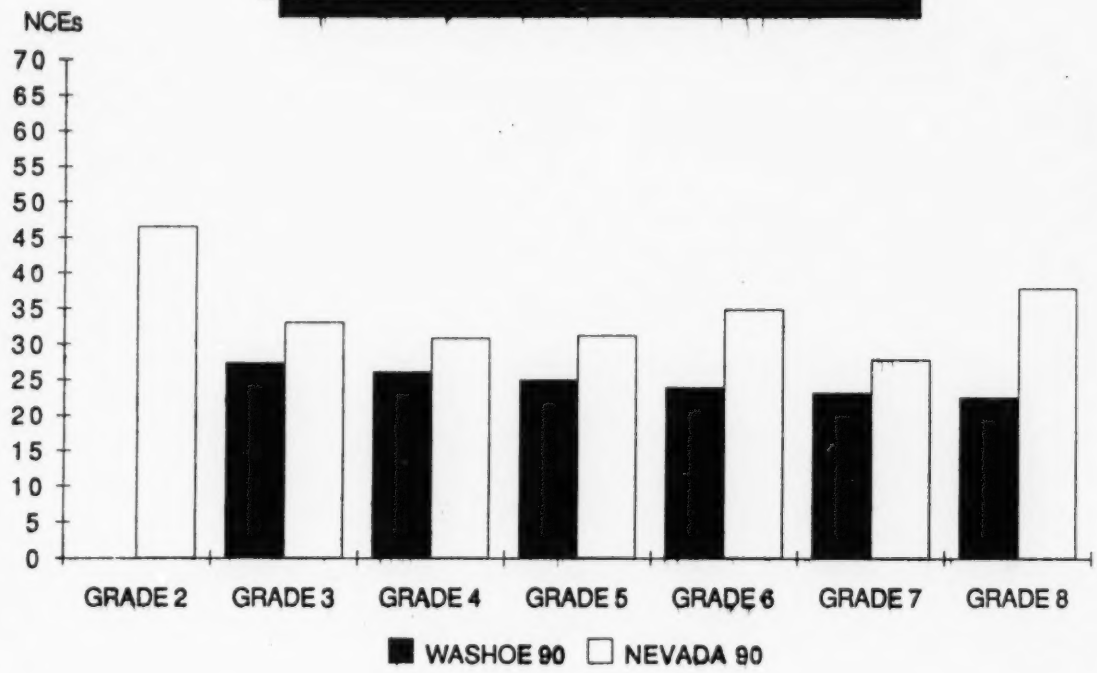
ADVANCED READING AVERAGES



BASIC MATH AVERAGES 89-90



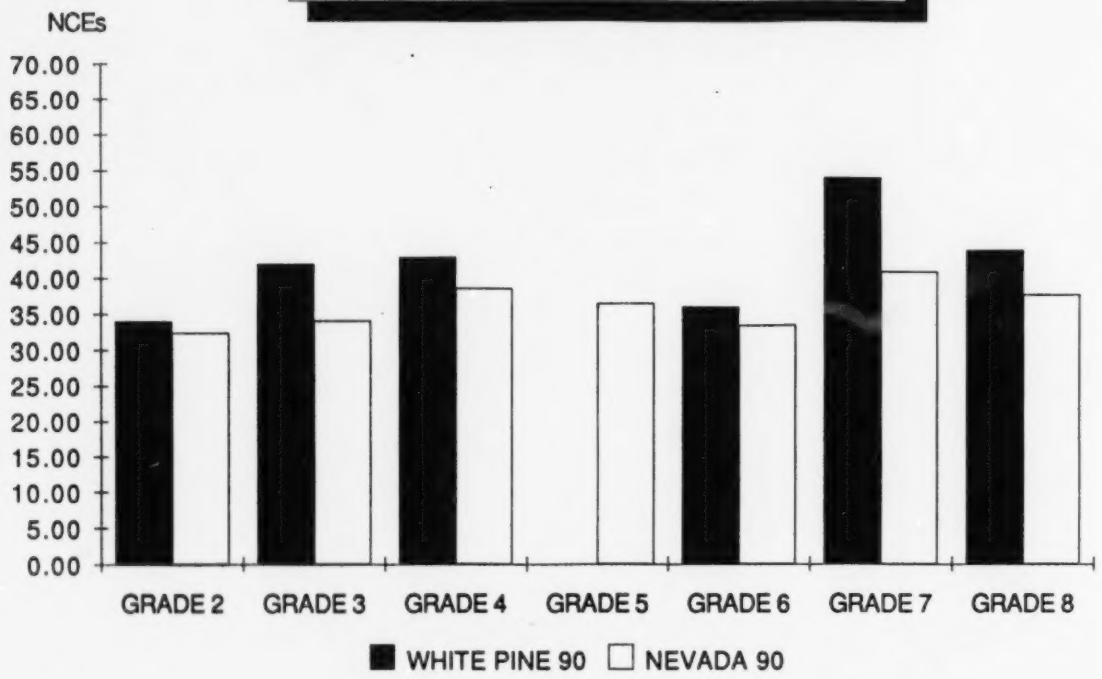
ADVANCED MATH AVERAGES 89-90



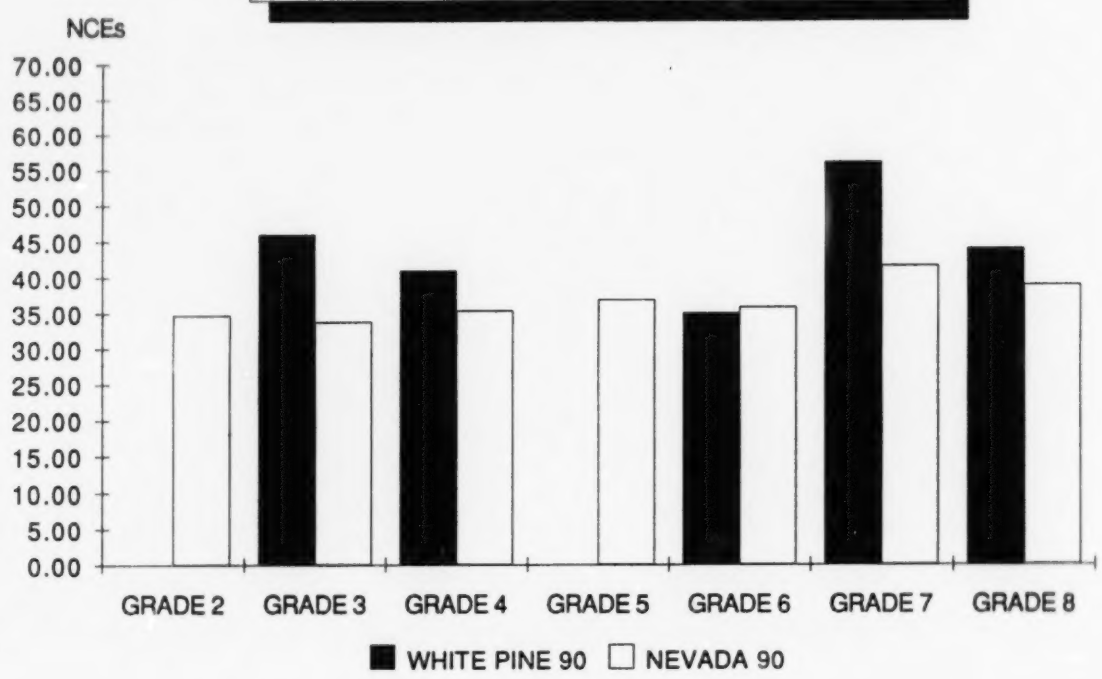
Washoe County School District served Chapter 1 eligible students in grades 3-8 in the subjects of reading and math The district served 1737 students in grades 3 through 8. Six of these students were enrolled in a non-public school. Post-test gains were measured using the Comprehensive Test of Basic Skills in grades 3 through 8. Averages for Washoe County in Basic Reading and Basic Math were below state averages. Scores for Advanced Reading were equal to or below state averages except for grade 3.

WHITE PINE COUNTY SCHOOL DISTRICT

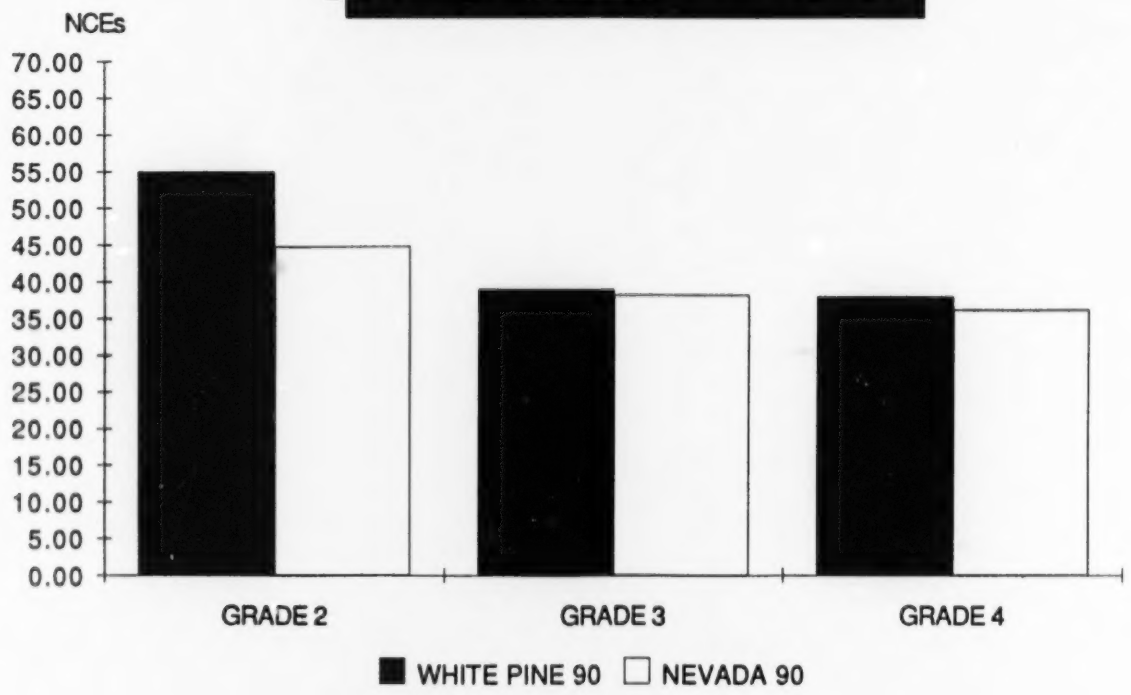
BASIC READING AVERAGES 89-90



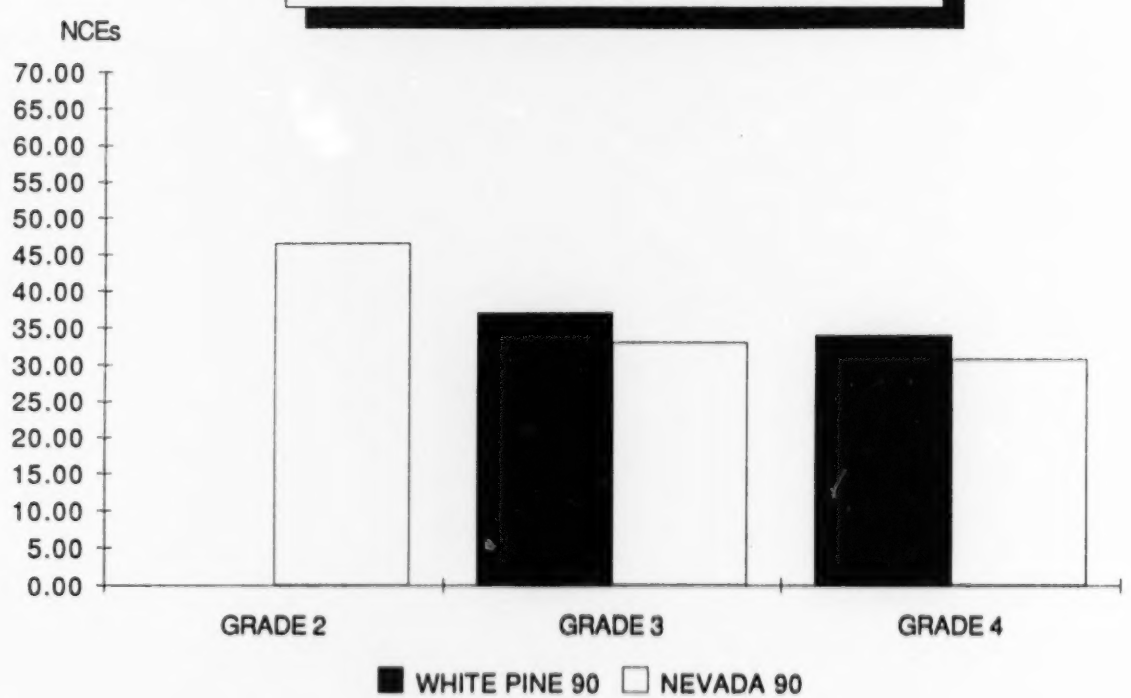
ADVANCED READING AVERAGES 89-90

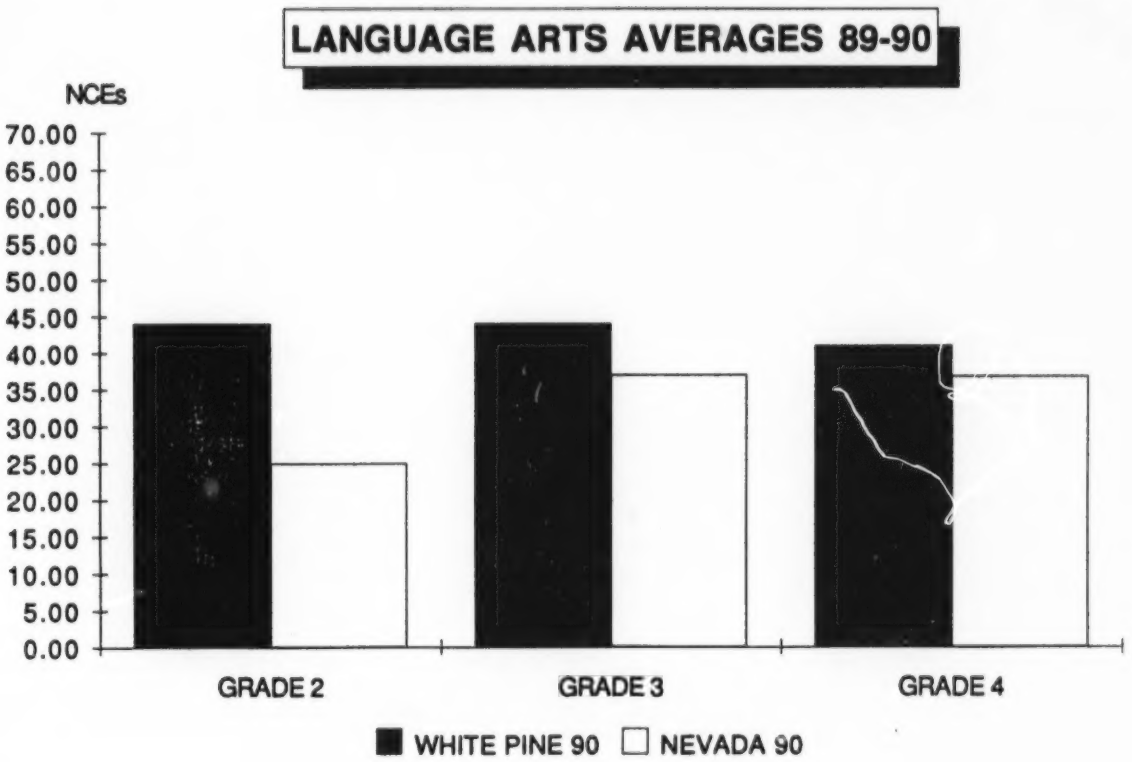


BASIC MATH AVERAGES 89-90



ADVANCED MATH AVERAGES 89-90





Reading was the primary focus of the Chapter 1 program in White Pine County School District. Approximately 101 students were served in grades 1-8. Thirty-three students were not served because they attended school at a separate attendance area. Some second grade scores were not available because of the use of a pre-test which did not have an advanced skills subtest or subtests. In general, students made gains at or above the state-wide average in all subjects.

14 YEAR HISTORY - NEVADA CHAPTER 1, BASIC, PARTICIPANTS

FY	PUBLIC	PRIVATE	TOTAL
1977	4958	115	5073
1978	5266	94	5360
1979	5270	73	5343
1980	5891	87	5978
1981	5490	98	5588
1982	6692	118	6810
1983	7020	61	7081
1984	7827	91	7918
1985	8479	113	8592
1986	9353	39	9392
1987	8000	143	8143
1988	9228	77	9305
1989	11694	68	11762
1990	9788	73	9861